



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 226904

DfES Number: 595058

INSPECTION DETAILS

Inspection Date 11/01/2005
Inspector Name Fiona Stephenson

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Wycliffe Playgroup
Setting Address Winstanley Community Centre
Galsworthy Court, Off Blackmore Drive, Braunstone
Leicester
Leicestershire
LE3 1LU

REGISTERED PROVIDER DETAILS

Name Leicester City Council

ORGANISATION DETAILS

Name Leicester City Council
Address 10 York Road
Leicester
Leicestershire
LE1 5TS

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Wycliffe Playgroup is a Leicester City Council run playgroup which is managed by the Lifelong Learning Directorate. It operates from the Winstanley Community Centre in the Braunstone area of Leicester. A maximum of 26 children may attend the playgroup at any one time. The playgroup is open each week-day morning from 09:15 to 11:45 during school term times. Children have access to two rooms, plus a connecting room and the hall area for play.

There are currently seven children receiving funding for their nursery education. Children attending the playgroup live in the Braunstone estate and surrounding area. The playgroup currently supports children with special educational needs. There are no children attending with English as an additional language.

The playgroup employs four members of staff. All staff hold an appropriate early years qualification.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Wycliffe Playgroup provides good quality nursery education overall which enables children to make generally good progress towards the early learning goals. Progress for their personal, social and emotional development is particularly well planned, and children make very good progress in this area. There are also some very good aspects in communication, language and literacy, and creative development.

The quality of teaching is generally good. Staff manage children very well and form good relationships with them. Staff have a generally good knowledge of the Foundation Stage and use their knowledge well when supporting children in child-initiated activities, of which there are many. The setting uses individual play plans to progress children's learning, however the plans are not sufficiently linked to the six areas of learning and all the aspects of them for staff to effectively determine a child's progress through the stepping stones for each area.

Leadership and management is generally good with some very good aspects. The leader of the setting has a good understanding of the foundation stage and is supported by a strong team, who work well together. There is a high commitment to providing good quality education to children, and a very good understanding of the needs of children attending the group and their families, although staff do not sufficiently check that all areas of the curriculum are adequately covered, for example in times of staff absence.

Partnership with parents is generally good with some very good aspects. There are very good informal links with parents, and the playgroup arranges open-mornings for parents to view their children's records and work. Children also take home books to share with their parents. There is however, insufficient liaison with parents regarding the individual progress their child is making through the stepping stones, and how parents can support learning in the home environment.

What is being done well?

- Staff provide children with a warm and caring environment where behaviour is well managed. Children in turn are happy and confident, and play well independently and with their peers.
- Children have many very good opportunities to communicate both real and imaginary experiences, through talking to staff and their peers whilst undertaking an activity, and through various role-play scenarios.
- Children have very good opportunities to explore media and materials, and to develop creative self-expression.
- Staff make very good use of planned and un-planned situations to promote children's counting skills. As such, children count well, and can count out a given number of objects.

What needs to be improved?

- the individual play-plans, by linking them more effectively to the six areas of learning, the clusters within each area, and the progress children are making through the stepping stones
- the use of children's progress records to determine when and how to extend activities for more able and older children
- parental understanding of the foundation stage curriculum and their child's progress through the stepping stones
- provision of information to parents on how they can support their child's learning in the home environment
- children's access to information and communication technology, programmable toys or remote control toys.

What has improved since the last inspection?

Generally good progress as been made since the last inspection. Children are being offered more opportunities to develop an awareness of sounds, rhymes and individual letters within words through group activities. However group activities include younger children, and there is insufficient time made available to secure learning for older and more able children in this area.

The setting had improved creative work for children in dance and moving imaginatively to music. A trained dance teacher did provide children with very good opportunities for music and movement and, since her departure, a member of staff took on the responsibility for this. Unfortunately though, in times of absence, as in recent weeks, this area of the curriculum has not been addressed by other staff members.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children feel safe and happy at the playgroup. They are very confident to try the activities available and to link with staff for support when they need it. Children behave very well, playing well independently and as part of a group. They enjoy the activities on offer, which they select for themselves to play. They make very good relationships with staff and other children, and are developing growing independence. Older children are encouraged to help younger children.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children interact with each other very well, enjoying conversing and exploring imaginary experiences whilst playing at the home corner, and when taking part in different activities. They enjoy 'reading' to themselves and thoroughly enjoy story time. Children have good opportunities to make marks through good use of the writing table, and through other mediums such as painting. More able children are insufficiently extended in linking sounds and letters, and at group reading time.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children count well, with older children counting beyond 10 at registration. During snack time they are developing understanding of combining two groups, for example the total number of boys and girls sitting at a table. They have good sorting and matching skills and enjoy playing lotto and completing puzzles. Older and more able children are insufficiently extended in their mathematical development, and some aspects of the mathematical programme are insufficiently covered.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are developing a good understanding of different cultures through day-to-day play opportunities and through play activities based on festival celebrations. Good use is made of the local environment to extend children's understanding of the world they live in, and they are gaining a good understanding of how things grow and of living things. Access to information and communication technology is limited, and resources made available to join materials in model making are limited.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children move imaginatively and safely in the indoor environment. They can climb, slide, jump, crouch and run well, and are able to use wheeled toys. Children demonstrate a good sense of space, of themselves and of others. They are aware of good hygiene practices, however their understanding of how their bodies work and the effects of exercise is limited. They use a range of tools during play activities, however more able children are not being fully extended in this area.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children have many opportunities to express themselves and use their imagination in activities such as role-play, dressing-up and small-world play. They explore a variety of materials through planned activities such as sand play, dough play, painting and collage making. Children enjoy singing and have favourite rhymes and songs. They have regular access to a wide range of musical instruments. Opportunities for dance are limited.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- ensure the individual play plans are more effectively linked to the six areas of learning and the stepping stones within each curriculum area, to provide a more effective tool to chart children's progress through the foundation stage. Use the plans more effectively in determining when, and for whom, activities need to be extended
- improve parental understanding of the foundation stage, the curriculum and the progress their child is making through the stepping stones. Provide parents with information on how their child can make progress in the home environment
- ensure there are sufficient resources available to support children's learning in all areas of the curriculum, with particular reference to technology.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.