



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 220214

DfES Number: 520083

INSPECTION DETAILS

Inspection Date 16/11/2004
Inspector Name Ann Austen

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Guilsborough Playgroup
Setting Address School House, The Green
Guilsborough
Northampton
Northamptonshire
NN6 8PT

REGISTERED PROVIDER DETAILS

Name Guilsborough Playgroup 1062816

ORGANISATION DETAILS

Name Guilsborough Playgroup
Address School House
The Green, Guilsborough
Northampton
Northamptonshire
NN6 8PT

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

Guilsborough Playgroup opened in 1967 and operates from The School House within the village of Guilsborough, Northampton. The pre school is divided into five rooms. A maximum of 23 children may attend the playgroup at any one time. The playgroup is open each weekday from 09:30 to 12:00 during term time only. All children share access to a secure enclosed outdoor play area.

There are currently 35 children aged from two to under five years on roll. Of these 22 children receive funding for nursery education. Children attend from the village and surrounding areas. The nursery is able to support children with special educational needs and children who speak English as an additional language.

The nursery employs eight members of staff. One member of staff, the supervisor, holds an appropriate early years qualification. Four members of staff are working towards a qualification.

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

How effective is the nursery education?

Guilsborough Playgroup provides a welcoming learning environment where children are making generally good progress towards the early learning goals. Children are making very good progress towards the early learning goals in the areas of personal, social and emotional development and mathematics.

The quality of teaching is generally good. Staff are continuing to develop their knowledge of the foundation stage and provide children with an interesting range of adult directed and child initiated activities. The planning system covers the six areas of learning with the learning intentions identified however they do not always include sufficient detail to enable staff to make the best of the activities to promote the learning of all children. Staff assess children's learning against the stepping stones and are continuing to develop how this information is used to plan what children do next. Staff interact well with the children and act as good role models. They skilfully develop children's language by maintaining a dialogue with them, and asking carefully framed questions to make them think and solve problems. Staff are able to support children with special educational needs and children who speak English as an additional language. Effective use is made of the accommodation and resources enabling children to increase their independence and self confidence.

Leadership and management is generally good. Staff show a strong commitment to the care and education of the children and are clear of their roles and responsibilities. However management does not always make effective use of evaluation to monitor all aspects of the provision.

The partnership with parents is generally good. Parents receive information about the curriculum. They have opportunities to discuss their child's progress and be involved in their learning. However parents have insufficient opportunity to share their observations of their children's learning at home.

What is being done well?

- Staff form good relationships with the children, who are friendly and happy. They sensitively intervene in the children's play offering ideas and questioning the children, encouraging them to think and talk about what they are doing. This provides children with a secure basis for taking part in new experiences and helps to promote a positive view of themselves as successful learners. Staff use excellent strategies to promote good behaviour and consideration for others. Their calm and polite manner sets a very good example for children.
- Children successfully develop their spoken language skills as they communicate happily with the staff and their peers. They initiate a conversation, listen to others and explain their ideas during imaginary play as they play with the dolls house, make models out of dough and build using a

variety of construction resources.

- Staff effectively support children in their mathematical development. They provide regular opportunities for children to develop their mathematical understanding through songs, stories, games and imaginative play. Staff encourage children to look at numbers as labels and to count. They use practical activities to introduce calculation and problem solving, they compare the number of children and the number of dominos to see if there is enough for everyone and sort animals into different colour groups.
- Children engage in a good range of activities which develop their hand to eye co ordination demonstrating increasing skill and control. They are developing their skills in the use of mark making as they attempt to draw and write and construct using a wide range of resources. Children handle tools such as scissors, hole punchers and cutters and explore malleable materials as they poke, pat and squeeze the dough to create models.

What needs to be improved?

- strategies to maintain children's attention during group story time
- opportunities for children to develop their balancing skills, to respond to sound with body movement and to use information and communication technology and programmable toys to support their learning
- the planning, to ensure that there is sufficient detail to enable staff to adapt the activities to promote the learning of all children and continue to develop how information gained from observation and assessment is used to plan what children do next
- regular opportunities for parents to contribute to the assessment records, by sharing their observations of their children's learning at home
- the use of evaluation to monitor all aspects of the provision.

What has improved since the last inspection?

Generally good progress has been made in implementing the action plan draw up to address the two key issues raised at the last inspection. The planning system now covers the six areas of learning with the learning intentions identified. However plans do not always include sufficient detail to enable staff to make the best of the activities to promote the learning of all children. Staff are continuing to develop their assessment system. They assess children's learning against the stepping stones and are continuing to develop how this information is used to plan what children do next.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children take part in activities with interest developing a positive view of themselves as successful learners. They work effectively in a group and individually, establishing positive relationships with their peers and staff. Older children concentrate and persevere at activities for a sustained length of time. Behaviour is generally good, children are encouraged to share and take turns. Children are developing their self care skills and show an interest in their community and other cultures.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children successfully develop spoken language skills as they communicate happily with the staff about what they are doing and events at home. They look at books for enjoyment, however children's attention is not always maintained during group story time. Children play games to begin to distinguish one sound from another. They are developing their emerging writing skills, children make marks as they draw, chalk and paint. Older children write their names and begin to form recognisable letters.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children explore numbers through a variety of songs, rhymes, games and simple problems solving through practical activities. They recognise shapes such as circle, square and triangle and discover the properties of different shapes as they handle construction resources. Children use peg boards to create patterns and explore capacity as they play with the water and sand. They use mathematical language to describe and compare shape, position, size and quantity.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are interested in the world around them. They learn about growth by planting seeds and bulbs and discover how a torch works. They build using construction resources and make models out of recycled materials. However children do not have sufficient opportunity to use information and communication technology and programmable toys to support their learning. Children talk about special events in their lives and learn about other cultures through the celebration of different festivals.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move with increasing control and co ordination and negotiate space successfully. They participate in a range of activities to develop skills such as peddling, throwing, catching and climbing however they have insufficient opportunity to develop their balancing skills. Children are developing their understanding of keeping healthy and their own personal needs. They handle mark making tools, construction resources, small world items and malleable materials with increasing control.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children explore different media and materials, they make clay decorations, paint freely at the easel, colour with chalks and use collage materials to create pictures. Children sing songs and play musical instruments, they listen to the sound of the rain maker and beat the drums with enthusiasm. However children have insufficient opportunity to respond to sound with body movement. Children play imaginatively with the small world resources and enjoy different role play scenarios.

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

- continue to develop the planning, to ensure that there is sufficient detail to enable staff to adapt the activities to promote the learning of all children and continue to develop how information gained from observation and assessment is used to plan what children do next
- develop the use of evaluation to monitor all aspects of the provision.

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.