



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 963474

DfES Number: 522610

INSPECTION DETAILS

Inspection Date 10/01/2005
Inspector Name Christine Snowdon

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Killinghall & District Playgroup
Setting Address Otley Road
Killinghall
Harrogate
North Yorkshire
HG3 2DW

REGISTERED PROVIDER DETAILS

Name The Committee of Killinghall & District Playgroup

ORGANISATION DETAILS

Name Killinghall & District Playgroup
Address Killinghall Village Hall
Otley Road, Killinghall
Harrogate
West Yorkshire
HG3 2DW

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

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

How effective is the nursery education?

Killinghall and District Playgroup provides good quality nursery education overall which enables children to make generally good progress towards the early learning goals. Provision for their personal, social and emotional development, mathematical development and physical development is well planned and they make very good progress in these areas. In their communication, language and literacy, knowledge and understanding of the world and creative development they make generally good progress.

The quality of teaching is generally good. Staff have developed very good relationships with the children and give appropriate support and encouragement. They work well as a team and are developing their knowledge and understanding of the early learning goals. They provide a good range of activities that promote most aspects of learning through play in a positive way using assessments and observations to inform their planning. However care needs to be taken to ensure all learning aspects are promoted, and planning takes into consideration grouping of children and differentiation of abilities.

The leadership and management is generally good. Staff know their roles and responsibilities and carry them out well with the support of the manager. All the staff are involved in the planning, observation and assessment of children and they have regular planning meetings for this. However they need to assess the current system for evaluating and monitoring the quality of the planning as not all aspects of the early learning goals are covered. The staff receive good support from the committee who take an active part in the running and organisation. Appraisal systems are in place to support the staff and evaluate training needs..

The partnership with parents is very good. They receive detailed information about the setting and parents are able to be actively involved in their children's learning through the committee, duty rota, and home library scheme.

What is being done well?

- Staff give high priority to children's personal, social and emotional development. As a result children settle easily, gain confidence and are keen and motivated learners. The children have a clear understanding of the routines and respond appropriately to the music and bell which are used to denote register and tidy-up time.
- Snack- time is well organised and promotes good independence skills. Staff and children chat together and share news and experiences. Children decide when to take their snack by selecting their name card, plate and cup. They pour their own drink and choose from the range of snacks, afterwards they clear away for the next child.

- Children have very good opportunities to develop physical development through music and movement. Weekly sessions are very lively and children are all eager and enthusiastic to take part. They listen to directions, sound and rhythm and use their bodies imaginatively for the song "walking through the jungle" when they become snakes, lions and monkeys.
- Staff plan and provide very good opportunities for children to develop their mathematical understanding through everyday play experiences. When riding on the bicycles they make numbers and attach these to the back, a sand timer is used to regulate time and turn taking. The DIY shop in the role play area provides good opportunities for using money or cash card to buy goods. When outdoors staff help the children draw out hopscotch games.
- Parents are able to take an active part in their child's learning through the rota duty. They are valued and appreciated by the staff and children benefit from their involvement and support. The new home-library scheme recently introduced has been well received and parents are able to extend and develop children's interest in books at home.

What needs to be improved?

- the opportunities for children to practice phonic sounds and link to letters in the daily routine
- the opportunities for older and more able children to write their own names on their work
- the opportunity for children to develop Information Technology skills that are age appropriate
- the grouping of children to enable them to concentrate and listen
- the organisation of resources to enable children to self-select from a range of creative materials to develop imagination and their own interpretation of the theme.
- the monitoring and evaluation of the planning

What has improved since the last inspection?

Since the last inspection generally good progress overall has been made with very good progress in some areas. At that time staff's knowledge of the foundation stage, planning for learning, assessment and information for parents were all raised as key issues.

Staff are developing their understanding of the early learning goals through training and they are now able to provide a better programme of activities. They are all involved in the planning and they observe and assess children's progress effectively, this is used to inform and plan for the next stage of learning.

Parents now receive detailed information about the curriculum, learning topics, and the progress their children are making.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are very happy, confident and settled. They are enthusiastic and motivated learners and are eager to take part in all the activities. Independence is developing well they choose when to have their snack, toilet themselves and take coats on and off. They are learning to share, take turns and treat one another with respect. They learn about emotions and discuss the effect their actions can have on others. Children feel valued and respected through staff's positive praise and encouragement

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident speakers and share news and experiences in large and small groups. Whilst they are developing listening skills this can be hampered by distractions. All children can recognise their name card at self-registration and snack time. Children are making good progress in their writing skills and have good opportunities for mark making and emergent writing, such as shopping list in the role play and writing their own name on letters. However they rarely practice phonic sounds.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Most children can count up to 10 and some beyond due to opportunities to practice counting and number recognition regularly during the sessions. Children are developing good mathematical understanding including early calculation through nursery rhymes, role play and planned activities with staff. The number line and effective labelling provides good opportunities to recognise corresponding numbers such as; the number on their bicycles, their age and how many children are present.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Through a range of planned and practical activities children explore and investigate nature and living things. They learn how seeds grow and suggest planting the melon seeds after cutting it up for snack. Children are learning about cultures and customs other than their own. They celebrate various festivals and enjoy the range of resources and dressing up clothes. Opportunities to develop Information Technology are limited or are too challenging and require a high level of adult supervision.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children benefit from the good opportunities provided both indoors and out. They experience movement and physical exercise in a variety of ways that are fun and enjoyable to all and show good coordination, balance and skill when using large equipment. They have good hand-eye coordination and use scissors, pencils, paint brushes and tools appropriately. Music and movement is enjoyed by all and they respond with enthusiasm to the piano's sounds and rhythm.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children are gaining a good understanding of colour and some are able to predict the outcome of mixing different colours when painting. Staff provide good opportunities during session to refer to colour theme and this is extended in many areas. Whilst children have creative opportunities they are at times too adult led and do not provide sufficient choice or challenge enabling children to self-select additional resources and use their own imagination and interpretation of the theme.

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

- provide opportunities for children to; practice phonic sounds, link sounds to letters, access appropriate information technology resources, and encourage older and more able children to write their own names on art work.
- ensure the grouping of older children is appropriate so that children are able to develop their listening and concentrate skills.
- improve the organisation of resources and choice to enable children to self-select creative materials promoting imagination and free expression.
- improve the evaluation of planning to ensure all aspects of the early learning goals are covered.

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.