



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 148697

DfES Number: 520926

### INSPECTION DETAILS

Inspection Date 29/09/2004  
Inspector Name Elizabeth, Claire Price

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Woodley Baptist Church Playgroup (Church)  
Setting Address The Church Centre, Hurricane Way  
Woodley  
Reading  
Berkshire  
RG5 4UX

### REGISTERED PROVIDER DETAILS

Name The Committee of Woodley Baptist Church Playgroup 249635

### ORGANISATION DETAILS

Name Woodley Baptist Church Playgroup  
Address Hurricane Way  
Woodley  
Berkshire  
RG5 4UX

## 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

Woodley Baptist Church Playgroup is a committee run playgroup which was originally established in 1986. The group serves the local community and surrounding areas and is situated on a housing development in the district of Woodley, near Wokingham.

The playgroup meets on Monday, Wednesday and Friday mornings 09:30-12:00 term time only. The group have the use of a large hall and small adjoining area with nearby toilet facilities. The playgroup also have use of a secure garden for outside play.

The playgroup accommodates children aged from 2 to 5 years, with most children attending when they reach their third birthday. There are 20 children on roll with 3 funded 4 year-olds and 14 funded 3 year-olds. The playgroup caters for children with special needs and children with English as an additional language.

There are five members of staff, of whom three have qualifications in early years. The group receive support from the Pre-School Learning Alliance development worker and from the education adviser at the Early Years Development and Childcare Partnership.

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

### How effective is the nursery education?

Woodley Baptist Church Pre-School education provision is acceptable and of good quality overall. Children are making generally good progress towards the early learning goals. Provision for development of knowledge and understanding of the world is well planned. Children make very good progress in this area with generally good progress in the other areas.

The quality of teaching is generally good. Staff have a secure knowledge of the early learning goals to promote children's learning, shown by activities planned and through discussions with staff. Aspects of mathematics, language and personal, social skills are not used to full advantage and resources for some activities are not readily accessible to children. Staff use good consolidation techniques to enhance children's understanding in most activities. Staff maintain assessment records of children's progress although these do not indicate the next step for a child. They manage behaviour very well and show consistent interest and involve themselves in children's play. Systems are in place to support children with English as an additional language or special educational needs.

Leadership and management are generally good. The supervisor shows clear leadership and commitment for the continual improvement of the provision of education for children. Staff receive support in undertaking additional training to develop their skills and knowledge in presentation of the curriculum for the children. The teamwork and good working relationships between the committee and staff are a strength of this group. The system for evaluation of the overall quality of education is being developed.

Partnership with parents is generally good. Staff keep parents well informed. Parents have daily feedback about their child and can access records on request although they have insufficient opportunity to contribute to their child's records. Parents feel the group offers a good quality service.

### What is being done well?

- Children relate well to adults and each other. They are well behaved, respond to the requests of staff and share toys and resources. The staff use effective methods of positive behaviour management, praise and encouragement to support children in their play.
- Staff use effective methods of questioning and explanation to promote children's understanding and to provide the information they need to take part and learn from the activity. They involve themselves and take part in the play which develops and provokes more interest from the children.
- Children's progress in knowledge and understanding of the world. A very

good programme of planned activities ensures children have a variety of first hand experiences to observe, investigate and develop their interest in the world around them. Staff provide a good variety of resources which supports development of children's interests.

- Good teamwork is evident with flexible staff and clear leadership. Staff and the supervisor show a clear commitment to the ongoing improvement of the educational provision for all children.

#### **What needs to be improved?**

- the methods used to further encourage parents to share information on their child's learning and progress at home and to provide a fuller picture of the child's stage of development
- the use of practical everyday situations to encourage and further develop children's independence skills, problem solving and awareness of number for example at register time and snack time.
- recording of children's progress to identify the next step for children and aid planning of the curriculum to provide for the individual child's developmental needs
- the children's opportunities to access equipment to promote their large scale physical skills and musical instruments to develop their free expression in music making.

#### **What has improved since the last inspection?**

not applicable

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children have positive attitudes towards activities and learning and are enthusiastic to try new activities. Relationships and behaviour are good, and children share and co-operate well with staff and each other. Children are able to express their ideas and needs confidently to adults. Children have insufficient opportunities to develop and encourage some independence skills for example to pour their own drinks.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are encouraged to use writing in everyday activities for a variety of purposes. They are confident in their use of language and express themselves well using a wide vocabulary. This is not promoted to full advantage and sufficiently developed at large group story times. Children show a familiarity with a range of everyday words and readily find their name cards. They show awareness of the elements of stories and enjoyment in books.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children use everyday words to describe position and show curiosity and observation when talking about shapes. They enjoy simple games and matching patterns for example pairs and understand simple sorting and matching tasks. Most children are confident to count up to and beyond ten and recognise numerals from one to nine. Practical everyday situations are insufficiently used to encourage and further develop children's problem solving and awareness of number for example register and snack time.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are confident in designing and making skills using a range of construction activities and malleable materials to develop their skills. Children talk confidently about personal events in their lives for example a visit to Granny and birthday parties. They are confident users of technology in everyday activities and show expertise with the electronic toys. Children have a good range of opportunities with first hand experiences to explore and investigate different materials and resources.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children showed good co-ordination and confidence in movement and manoeuvring skills. They have a growing understanding of spatial awareness for themselves and others and are confident in their personal care. There are limited opportunities for children to develop control of large scale movements for example climbing over, through and under equipment. Children have free access to a range of tools and activities to enhance their physical development.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children experience a good range of resources and opportunities to explore a variety of media and materials. They express their ideas freely through a range of activities including role play in the doctor's surgery. Children respond enthusiastically to new experiences and are confident in communicating their thoughts and feelings. Children enjoy music and singing familiar songs and rhymes however there are insufficient opportunities provided for children to access musical instruments.

**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**

- develop the use of practical everyday situations to encourage and promote children's independence skills, problem solving and awareness of number for example counting at register and snack time, and pouring their own drinks
- develop the recording of children's progress to identify the next step for children and aid planning of the curriculum to provide for the individual child's needs
- increase the children's opportunities to access equipment to promote their large scale physical skills and musical instruments to develop their free expression in music making.

*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.*