



**Office for Standards  
in Education**

## **NURSERY INSPECTION REPORT**

**URN 226487**

**DfES Number: 580954**

### **INSPECTION DETAILS**

Inspection Date      01/03/2005  
Inspector Name      Kate Bryan

### **SETTING DETAILS**

Day Care Type      Full Day Care  
Setting Name      The Forest Chapel Playgroup  
Setting Address      The Forest Chapel  
                            Charnwood Drive  
                            Leicester Forest East  
                            Leicestershire  
                            LE3 3HL

### **REGISTERED PROVIDER DETAILS**

Name                      Mrs Ruth Lynam

## 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

Forest Chapel Playgroup has been established since September 1996 and is registered for 20 children aged 2 years to 5 years old. The group operates on Monday to Friday from 9.15am - 12.15pm. The group is located in a small chapel in Leicester Forest East. The group serves Leicester Forest East and the surrounding area which has some cultural diversity. There are currently 38 children on the roll, including 22 funded four year olds and 12 funded three year olds. Staff have experience of caring for children who have English as an additional language and for children identified as having special educational needs. There are two rooms available for the children to play in. A small kitchen is available. There is also a slabbed outdoor play area.

There are 6 part-time staff of whom 2 hold a relevant child care qualification. Two other members of staff are studying to obtain a similar qualification. The play group is a member of the Pre-school Learning Alliance, and receives support from the Leicestershire Early Years Development and Childcare Partnership through visits from a qualified teacher.

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

### How effective is the nursery education?

The Forest Chapel Playgroup provides good quality nursery education overall which enables children to make generally good progress towards all the early learning goals. Children are progressing well for their ages and stages of development.

The quality of teaching is generally good and staff have a sound awareness of the early learning goals and how these may be achieved. Staff interact very well with the children who are confident learners, this is supported by a great deal of praise. Resources are generally well organised to enable children to make progress although the book corner is not used effectively to encourage children to use books on their own.

Staff are enthusiastic in presenting activities to children and use good questioning techniques to sustain their interest, although missed opportunities in the areas of learning do not effectively extend challenges for children.

Children's learning is assessed against the stepping stones and early learning goals. Observations are made and assessments completed which enable staff to clearly see what children have achieved and what they need to learn next. Good records are kept of children's progress which are shared with parents.

The leadership and management of the group are generally good. Staff are aware of the aims of the group and the staff team are committed to ensuring that a good quality service is provided to children. There are appraisals which are linked to staff development and training is supported for staff.

The partnership with parents is very good. Parents receive a very good variety of information about the setting which includes their own copies of policies and procedures. Parents are encouraged to be involved in their children's learning by participation at the nursery and by work books which provide a format for parents to undertake an activity with children at the beginning of sessions. Parents also use a book which details the progress the children are making at home.

### What is being done well?

- Relationships between staff and children are very good. Activities are presented in a warm and relaxed manner which encourages the children to learn.
- Elements of the personal, social and emotional development programme are well fostered. Children are very well behaved and are learning the use of good manners. They are confident communicators and are well able to initiate conversations.
- The staff group work well as a team and are committed to providing a good

quality service to children. They are enthusiastic and are pursuing training to enhance their skills.

- The nursery works very well in partnership with parents and has explored ways in which parents may be involved in their child's learning both at the nursery and at home.

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

- resources to ensure that children are making progress in all areas of learning
- planning to ensure that challenges are in place to extend children's learning.

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

Generally good progress has been made in tackling the key issues identified in the previous inspection report. These required the group to provide more opportunities, incidentally and within the planned programme, for children to write for a purpose and develop their emerging writing skills. Also to extend the children's use of books to link with activities and encourage them to make more use of the books during the free play time.

Resources are provided which afford children the opportunity to practise their writing skills and activities are in place which present opportunities for children to write for a purpose. Children still do not use books spontaneously and books are not always used to link with other activities.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are confident and have an understanding that their needs will be met by staff who know them well. They are very well behaved and are learning to use good manners effectively. They are able to select resources and choose between activities which enhance their independence, but opportunities such as drink pouring are not always promoted effectively. Children are also learning to take turns and to work co-operatively together.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are skilful communicators and can also listen attentively when required. They enjoy stories and like staff to read to them but they do not spontaneously use books on their own. They are well able to recognise their full names and are being encouraged to link sounds with letters. All are making good progress with the use of writing implements, younger children are beginning to mark make whilst older children are writing their names and some well formed letters.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Younger children are able to count to 10 whilst older children are making good progress with counting towards 20. Counting is not routinely used in everyday activities to embed children's familiarity with numbers. Older children are making good progress in writing numerals. Basic addition and subtraction are factored into some activities and children have developing skills in these areas. They have good shape recognition and are learning to solve problems of shape by using construction blocks.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are developing a good awareness of the seasons but a missed opportunity to take children out into the snow prevented some possible work on changes in the natural world. Computer sessions ensure that children are conversant with information technology and programmes are used to supplement areas of learning. Children are aware of their place within the family and are gaining a good awareness of the local community and people in it who can help them.

**PHYSICAL DEVELOPMENT**

Judgement:	Generally Good
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Children are gaining good skills in the use of small equipment such as scissors challenges are also in place to ensure that children gain control in the use of objects used for sliding, climbing and balancing. Children are able to move safely and in a variety of directions whilst negotiating their own space and that of others. They are gaining an awareness of their own bodies and work has been undertaken on areas such as body temperatures, but provision for self-help could be extended.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children are able to dress up and access drawing materials freely. They are skilled in the use of imagination and readily enter into role play in areas such as the home corner. They have created using a wide range of materials and have made models out of junk, but some creations have been modelled on templates. Children enjoy music and have a good repertoire of songs that they can sing from memory, they enjoy using musical instruments and can create sounds on these.

**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**

- organise resources to ensure that the children make progress in all areas of learning
- develop planning to ensure that challenges are in place to extend children's learning.

*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.*