



**Office for Standards
in Education**

NURSERY INSPECTION REPORT

URN 113554

DfES Number: 512398

INSPECTION DETAILS

Inspection Date 22/09/2004
Inspector Name Jacqueline Crawford

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Hampers Green Kaleidoscope Playgroup
Setting Address Hampers Green Centre, North Street
 Petworth
 West Sussex
 GU28 9NL

REGISTERED PROVIDER DETAILS

Name Mrs Janet Marion Welch

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

The Kaleidoscope Playgroup was registered by West Sussex County Council. It is set in a local hall in the town of Petworth, West Sussex and serves the local community and the surrounding villages. It operates during the school term on Monday, Wednesday and Friday between 9.30 and 12.00 am. and is currently registered for 24 children aged between two and five years.

All staff hold a childcare qualification and four staff hold First Aid certificates.

Support is received from the Early Years Development team.

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

How effective is the nursery education?

The provision of nursery education at Hampers Green Kaleidoscope Playgroup is acceptable and of good quality. Children are making generally good progress in knowledge and understanding of the world, and very good progress in all other areas of learning.

The quality of teaching is very good. Staff have a secure knowledge of the Foundation Stage and stepping stones across the six areas of learning. This is reflected in the planned curriculum, activities and daily routines, however, planning does not always identify all activities in each area of learning. Staff use their teaching skills to provide a good balance of adult initiated child led activities, which challenge the children and guide them towards the early learning goals. They make regular observations of children's progress and development in order to plan the next steps for learning. They act as very good role models showing courtesy and respect to the children and each other.

The leadership and management is generally good, recognising the strengths of the provision and any areas for improvement. There are effective systems in place which monitor the quality of care and education based on the curriculum guidance. Management have a relaxed approach and support the staff team well. However, there is no provision for staff meetings, an induction programme for new staff or an appraisal system.

The partnership with parents is very good. Parents receive good quality information about the provision, planned learning programme, topics and events. They are kept well informed about their child's progress, through assessment and development records, regular progress reports and consultations with their child's keyworker or staff. They have opportunities to be involved in their child's learning with good links between home and the playgroup.

What is being done well?

- The stimulating environment in which children are happy and motivated. Children participate enthusiastically in a wide range of activities and learning experiences, which are imaginative and fun. Topics are well planned and enable children to learn in a variety of ways, for example, through role play opportunities, stories and books relating to the topic, and by expressing themselves freely in creative and musical activities.
- Staff deployment and teaching methods are very good. The small focus group activities and planned learning programme allows for individual teaching, in which activities are extended for the older and more able children.
- Staff communicate with the children extremely well, they listen attentively to

children and give meaningful responses to their questions. They encourage children's growing independence and address their developing needs. Children show confidence and interact well, forming good relationships with staff and each other.

What needs to be improved?

- more detailed planning and evaluation of activities covering all areas of learning
- the provision of staff meetings, an induction programme and appraisal system, to identify staff training needs
- the opportunities to raise children's awareness of other cultures and beliefs while celebrating Christian festivals

What has improved since the last inspection?

A point for consideration identified for children to have access to information technology. A computer is available but not programmed for children to use.

A key issue required regular but simple notes to be made of individual children's achievements or difficulties. The information gathered to match staff expectations to children's ability. Staff now make regular observations of children's achievements, they keep simple notes to transfer to children's development records. The development records inform staff of the next steps in children's learning.

Another key issue required staff to develop ways for parents to be able to contribute to the assessment process. Parents now share their knowledge of their child's achievements, when using the 'parent sheets' relating to a specific area of learning and during theme related activities at home.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested, motivated and show good levels of concentration. They listen attentively, respond appropriately to instructions and show confidence when trying new activities. They are beginning to share their ideas in a group, and are confident to do so during their play. Opportunities for children to develop more independence are sometimes missed. Children co-operate very well, they learn to share and take turns, developing their social skills and good relationships.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children communicate well with adults and other children. They are developing their language skills as they share their ideas and experiences. Children concentrate and enjoy listening to stories. They learn that books also illustrate topics and real life situations. Children learn writing is used for different purposes during role play, however, the use of labels for familiar objects is limited. Children are beginning to link letters to sound, and to write and recognise their own names.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are learning simple number operations during daily routines, themes, number rhymes and stories. They are beginning to understand and use mathematical vocabulary and problem solving, as they participate in planned learning activities and during their play. Children are developing mathematical ideas through a variety of practical activities, for example, when using construction toys, puzzles, resources for matching patterns, cooking activities, and sand and water play.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are offered a wide range of topics which allow them to investigate and find out about the natural and man made world. For example, the life cycle of butterflies, caring for pets and observing signs of autumn. They learn about their own culture and beliefs, as they celebrate a variety of festivals. However, children have little opportunity to develop an awareness of other cultures and celebrations. Children have few opportunities to explore technology.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move with confidence both indoors and outside. They show a good awareness of space and others during group activities. Children have many opportunities to develop their physical and manipulative skills, during well planned activities, such as music and movement, and when using a variety of equipment, tools and resources. Children are developing an awareness of staying healthy, through the provision of healthy snacks, good routines and activities in the learning programme.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children explore texture, colour, shape using a variety of creative media. They learn to express their own ideas, make observations and use free expression in their painting and drawing. They enjoy singing simple songs and matching movement to music. They are beginning to recognise patterns of sound, pitch and rhythm, when using musical instruments. Children clearly enjoy role play opportunities. Staff support children's learning and encourage them to use their imaginations and experiences.

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 more detailed planning and evaluation of activities.
- Introduce regular staff meetings, an induction programme and appraisal system to identify staff training needs.
- Ensure there are opportunities in the learning programme to raise children's awareness of other cultures and beliefs.

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.