



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 254677

DfES Number: 522719

### INSPECTION DETAILS

Inspection Date 14/01/2003  
Inspector Name Ros Church

### SETTING DETAILS

Setting Name Wilford Village Playgroup  
Setting Address St Wilfrids Church Hall  
Wilford  
Nottinghamshire  
NG11 7AJ

### REGISTERED PROVIDER DETAILS

Name Mrs Anne Mason

### ORGANISATION DETAILS

Name  
Address

## **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**

Wilford Village Playgroup opened in 1976, it is managed by a committee of elected parents. The playgroup operates from St. Wilfrid's Church Hall, which situated in the village of Wilford, on the outskirts of Nottingham. The community it serves is socially and economically mixed. The playgroup is open five morning sessions a week, Monday to Friday, 9 am to 12 noon. Children attend from the immediate and surrounding areas. The playgroup is registered to provide 26 places, for children aged two years to under eight years. There are currently 35 children on the register, of these there are seven funded four year olds, and 17 funded three year olds. There are no children with special educational needs or English as an additional language receiving funding. The playgroup is staffed by a supervisor and six staff. The accommodation consists of a main hall, occasional use of the back hall, kitchen and toilet facilities. There is an outdoor play area which benefits from both tarmac and grass. The playgroup have links with the local schools and receive support from the Early Years Development and Childcare Partnership and the Pre-School Learning Alliance.

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

### How effective is the nursery education?

Wilford Village Playgroup provides a happy, welcoming and stimulating environment, where children make generally good progress towards the early learning goals. Teaching is generally good with some very good aspects. Staff show a good understanding of children's individual needs and development. They work alongside children encouraging their self esteem and confidence. Staff use good teaching methods to help children learn, staff do not however, consistently adapt activities to provide sufficient challenge for the more able children. Assessments have been improved and now follow the foundation stage. There are currently no children with special educational needs attending the setting, although an effective system is in place to provide good support. Leadership and management is very good. The playgroup benefits from the supportive management committee, who work well with the supervisor and staff. They show commitment to training and improving standards within the playgroup. The partnership with parents and carers is generally good. Parents are informed about the provision through newsletters, noticeboards and communication with staff. However, parents are not all aware of the written assessment and development records, and the opportunity for these to be shared.

### What is being done well?

Children's personal, social and emotional development is very good. Children relate well to adults and peers. They show care and concern for one another. Children's mathematical development is very good. Children are confident with numbers, and have a good awareness of number place. Children's creative development is very good. Children are able to differentiate between colours. Staff have a positive relationship with children and have a good understanding of their development.

### What needs to be improved?

Opportunity for children to learn about information and communication technology. Staff's knowledge and understanding of how to offer more challenge for the more able children. Opportunity for parents to formally discuss and view children's development and assessment records.

### What has improved since the last inspection?

The setting has made very good improvement since the last inspection. Opportunities have been provided for children to record number and show an awareness of number operations through practical activities. Information has been provided for parents about the educational provision. Assessment records now follow the foundation stage.

## SUMMARY OF JUDGEMENTS

|   |                |
|---|----------------|
| <b>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</b>   |                |
| Judgement:  | Very Good      |
| Children make very good progress in personal, social and emotional development. They independently access activities and show an interest in them. Children relate well to their peers, and form friendships within the group. Older children show concern and help the younger ones. Children's behaviour is very good.  |                |
| <b>COMMUNICATION, LANGUAGE AND LITERACY</b>   |                |
| Judgement:  | Generally Good |
| Children make generally good progress in communication, language and literacy. They confidently engage in conversations with adults and peers. Children are able to link the sound to the letter, name and recognise objects that begin with the letter of the week. Children show an interest in books, they access these independently, listen to and join in with story time.  |                |
| <b>MATHEMATICAL DEVELOPMENT</b>   |                |
| Judgement:  | Very Good      |
| Children make very good progress in mathematical development. Many children can count beyond ten and recognise numerals to nine. Good teaching skills help children have an understanding of mathematical language, such as big and little, long and short. Older children show confidence with numbers and are able to say the number which is more than a given number.   |                |
| <b>KNOWLEDGE AND UNDERSTANDING OF THE WORLD</b>   |                |
| Judgement:  | Generally Good |
| Children make generally good progress in knowledge and understanding of the world. Children learn about the natural world around them, supported through planned activities. They examine objects by touch and sight, and use tools such as a magnifying glass. Children do not have the opportunity to use or learn about information communication technology.  |                |
| <b>PHYSICAL DEVELOPMENT</b>   |                |
| Judgement:  | Very Good      |
| Children make very good progress in physical development. They have a range of equipment to use indoors and outdoors. Through planned activities staff encourage children to be active and learn to move in a range of ways, such as hopping, jumping and stretching whilst listening to action tapes. Children have a good awareness of their own needs and learn about the importance of hygiene. Children are skilled in fine motor control and use simple tools to effect changes in materials. |                |
| <b>CREATIVE DEVELOPMENT</b>   |                |
| Judgement:  | Very Good      |
| Children make very good progress in creative development. They use their  |                |

imagination and select equipment to use in a variety of role play situations. Children explore and differentiate between colours. Children enjoy singing and joining in with action rhymes and music tapes.

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| Children's spiritual, moral, social, and cultural development is fostered appropriately: | Y |
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**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**

Develop opportunities for children to learn about information and communication technology. Increase staff's knowledge and understanding of how to offer more challenge for the more able children. Develop opportunities for parents to formally discuss and view children's development and assessment records.