



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN EY284424

DfES Number: 524334

### INSPECTION DETAILS

Inspection Date 30/06/2004  
Inspector Name Linda Close

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Shepperton Pre-School  
Setting Address Glebeland Gardens  
Shepperton  
Middlesex  
TW17 9DH

### REGISTERED PROVIDER DETAILS

Name The Committee of Shepperton Pre-School

### ORGANISATION DETAILS

Name Shepperton Pre-School  
Address Russell Vinter Scout Hut  
Glebeland Gardens  
Shepperton  
Middlesex  
TW17 9DH

## 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

Shepperton Playgroup was originally established in 1967 and was relocated to new premises in April 2004. Children's activities take place in an 'L' shaped hall which can be divided into two areas using a sliding partition. There are kitchen and toilet facilities and an enclosed garden area for outdoor play accessed directly from the hall. The playgroup is run by a committee and it is non-profit making. Sessions take place on Mondays, Wednesdays, Thursdays and Fridays from 09:15 to 12:00. An additional session from 12:00 to 14:45 is held once a week in the summer term for children moving on to primary school. The playgroup is open during term time only.

There are 5 qualified staff who work with the children and an ancillary assistant. There are thirty children on the roll at present. Sixteen three-year-olds and eleven four-year-olds are in receipt of government funding. All of the funded children speak English as their first language and children with special needs are welcomed into the group. Students from a local senior school and adult volunteers help in the playgroup on a regular basis. The playgroup is affiliated to the Pre School Learning Alliance and receives advisory visits from the Early Years and Childcare Service.

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

### How effective is the nursery education?

The educational provision at Shepperton Playgroup is acceptable and of good quality overall. Children are making generally good progress in communication, language and literacy and very good progress in the other five areas of learning.

Teaching standards are generally good with some very good aspects. Staff are conversant with most of the stepping stones towards the early learning goals. Staff are particularly successful in their teaching of mathematics. They are a little less confident with an aspect of communication, language and literacy. Planning is generally good. Staff devise a broad range of activities which are interesting and mostly well chosen for three and four-year-olds. Staff identify and manage special educational needs well. They are skilled in behaviour management. Record keeping is suitable but does not include aspects of the stepping stones beyond the earlier stages of learning.

Leadership and management are generally good. The supervisor is well organised and enthusiastic. She has established effective teamworking and staff know their roles and responsibilities well. Training is actively encouraged following self-appraisal and discussion of staff's particular interests and the developing needs of the playgroup. The supervisor is fully committed to the ongoing improvement of the provision and has worked successfully with her team and parents to settle the playgroup into new premises. Some aspects of record keeping, and the suitability of early reading tasks for three and four-year-children, have not been identified as areas for improvement.

There is a generally good partnership with parents and carers. Ample good quality information is provided about the organisation and running of the group. Parents are encouraged to share what they know about their children. Parental involvement and support is valued and appreciated. Children's profile documents do not provide parents with a full picture of children's progress.

### What is being done well?

- Behaviour management is good. Children know what is expected of them. They are lively and well behaved.
- Children have good opportunities to consolidate what they have learned about numbers and counting in worthwhile games and in discussions over free play.
- Staff provide an interesting range of materials for children to explore.
- Children are developing particularly good manipulative skills through frequent use of one handed tools.
- Staff value children's own art work and their pictures and craft work are

displayed attractively to enhance the playgroup environment.

**What needs to be improved?**

- an aspect of communication language and literacy
- record keeping.

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

Not applicable

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are encouraged to consider the feelings of others. They are forming firm friendships and play happily together. They share and take turns well. Staff and children enjoy good relationships. The children are interested in the majority of their activities and they are keen to learn. They make choices and decisions and can access their toys and resources easily which helps to develop their independence.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

The children are confident speakers and they express their thoughts clearly in discussions with staff and in role play. Children listen with interest to well told stories. They are learning many new words such as flaky, crumbly and smooth. Children know how books work and they understand that pictures and print carry meaning. Many children can write their names and they hold their pencils correctly. Activities associated with whole word recognition are too advanced for many of the children.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children say and use numbers in familiar contexts. They count with confidence and accuracy up to and beyond 7. Staff make good use of games and general discussions to encourage children to calculate. Children show a good understanding of positional language when they follow directions in games and in response to instructions given in daily routines. Children demonstrate a good knowledge of basic shapes.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children explore and discuss a good range of objects and materials. They experiment and observe changes in materials such as wet and dry sand, and porridge oats. They design and build competently with waste materials and construction toys. Children make good use of a worthwhile range of technological toys to support their learning. Topic work and visitors, including fire officers, police officers and a flautist help them to understand the work of adults.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are developing good standards of hand/eye co-ordination. They use one handed tools competently including scissors and felt tipped pens. They move with confidence and show good levels of agility and control over their limbs. They show a good awareness of space and obstacles when using wheeled toys. Plans show that children use small equipment regularly to develop their throwing and catching skills.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children explore and use a good range of media and materials including glitter, paint, glue, chalk and water. They sing tunefully and explore rhythm using percussion instruments. Children make good use of ample resources provided for role play. Staff ensure that resources, materials and activities appeal to all of the children's senses over time.

**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**

- place greater emphasis on pre-reading activities and less on the more formal aspects of reading
- record progress beyond the earlier stepping stones where appropriate and use the records to guide and inform planning.

*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.*