



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN EY239574

DfES Number:

### INSPECTION DETAILS

Inspection Date 24/03/2003  
Inspector Name Karen Elizabeth Screen

### SETTING DETAILS

Setting Name Hopton School House  
Setting Address 18 Hopton Road  
Dursley  
Gloucestershire  
GL11 5PB

### REGISTERED PROVIDER DETAILS

Name The Committee of Hopton School House

### 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**

Hopton School House Playgroup is a community playgroup, managed by a voluntary committee of parents. The playgroup opened over 24 years ago as Upper Cam Under Fives Playgroup and with the help of a New Opportunity Fund grant, moved into Hopton School House in April 2002. The playgroup is situated in a semi-rural location on the outskirts of Cam and serves the communities of both Cam and Dursley. The playgroup operates from the ground floor of the converted school house. Facilities include two activity rooms, a kitchen, and two toilets. Upstairs, staff have the use of an office, store room and bathroom. Outside, the group use the enclosed garden to the front of the property, the enclosed activity garden to the side of the house and the adjacent school playground including their "pirate ship". The playgroup is registered for 20 children aged between two and five years old. It is open in term time between: 9.15 a.m. and 1.10 p.m. on Monday and Friday; 9.15 a.m. and 11.45 p.m. and 12.00 noon to 2.30 p.m. on Tuesday and Friday; 12.00 noon and 2.30 p.m. on Wednesday for the 'Rising Fives' session. The playgroup is in receipt of government funding for children aged three and four years old and have 22 three year old and seven four year old children on roll. All staff are qualified to at least a National Vocational Qualification in Childcare and Education at Level 2 and the playleader has qualified teacher status. In addition, all staff hold current first aid and child protection certificates. The playgroup supports children with special needs and works in partnership with parents, Speech Therapists, the Dursley Opportunity Centre, the Early Years Development and Childcare Partnership Foundation Stage advisers and the Special Educational Needs Support Advisor. There are no children on roll who use English as an additional language. The playgroup is a member of the Gloucestershire Playgroup and Toddler Association.

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

### How effective is the nursery education?

Hopton School House Playgroup offers high quality provision which helps children to make very good progress towards the early learning goals. Teaching is very good. Relationships with children are excellent. Staff provide excellent role models and have reasonable and realistic expectations of children's behaviour. They set clear, reasonable and consistent limits. Some staff use interesting and stimulating teaching methods to help the children to make very good progress towards the early learning goals. However further development is needed in the use of evaluations to effectively modify activities for individual children. Staff promote self-confidence, independence and a positive attitude in all children. Leadership and management is very good. Staff and parent helpers are very clear about their roles and responsibilities. Good links have been developed between the staff and committee. The playgroup make good use of advice sought from external advisors to inform and develop their practice. Staff, committee and parents are committed to improving the quality of the care and education that the playgroup provide. Partnership with parents and carers is generally good. They feel very involved, valued, able and welcome to share any information verbally at any time. However they are not involved in their child's learning in a formal way and are given very little information about the foundation stage. Staff do not seek prior information from the parents before the children start at the playgroup. Parents greatly value the detailed regular newsletter.

### What is being done well?

Children develop excellent relationships with staff and other children. They are confident, cooperative, well behaved, independent and show high levels of concentration. Very good support is given to children's developing language and children enjoy listening and contributing to group activities. Children demonstrate a keen interest in numbers and counting and are given many opportunities to explore size, shape and comparison through activities and play. Staff provide interesting and stimulating activities which enable the children to use their senses to explore objects and materials. Children confidently use computers and everyday technology. Many children move with control and coordination and competently use a range of small and large equipment.

### What needs to be improved?

Points for consideration: use of evaluations to modify activities for individual children; information for parents about the educational provision; and the use of parental knowledge of the children, in order to support children's learning.

### What has improved since the last inspection?

The playgroup have made very good progress since the last inspection. The previous inspection required the group to extend short-term planning of the educational program to include how children of differing abilities are supported. Improvements have been made to extend short term planning of the educational program to include how children of differing abilities are supported. However evaluations are not always used effectively to modify activities for individual children.

## SUMMARY OF JUDGEMENTS

<b>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</b>	
Judgement:	Very Good
Children are making very good progress. They develop excellent relationships with staff and other children in the playgroup. They learn to cooperate and work well together e.g. two four year olds tidying the stickle bricks and carrying a heavy container. Children are confident, well behaved, cooperative, independent and show high levels of concentration e.g. a four year old going unaccompanied to the toilet and a three year old engaged in an activity to make a snake from a paper plate.	

<b>COMMUNICATION, LANGUAGE AND LITERACY</b>	
Judgement:	Very Good
Children are making very good progress. Their spoken language is developing very well. They learn to negotiate, organise and take turns in conversation e.g. three and four year olds acting as customers in the staff member's shop. Children have a clear understanding that print carries meaning. Some children speak clearly, audibly and with confidence e.g. a four year old choosing a book for herself, holding it the correct way up, turning the pages and "reading" the story.	

<b>MATHEMATICAL DEVELOPMENT</b>	
Judgement:	Very Good
Children are making very good progress. They demonstrate a keen interest in numbers and counting and most children confidently say and use numbers up to ten e.g. counting children in circle time. Some children show a very good understanding of addition and subtraction through practical activities and discussion e.g. songs, sorting toys into groups, taking away one and repeating patterns of up to four. Children confidently use language such as small, medium and large.	

<b>KNOWLEDGE AND UNDERSTANDING OF THE WORLD</b>	
Judgement:	Very Good
Children are making very good progress. They enjoy using their senses to explore objects and materials in practical activities e.g. sand, water play, cooking and woodwork. Children understand how to operate simple equipment e.g. three year old playing sound lotto, asking a member of staff to rewind the tape recorder so that she could hear the animal sound again. They know how to use everyday technology and confidently use simple computer programs.	

<b>PHYSICAL DEVELOPMENT</b>	
Judgement:	Very Good
Children are making very good progress. Most children move with control and coordination e.g. four year old child's movements to Dingle Dangle Scarecrow song and Through The Jungle song. Children competently use a range of small and large equipment e.g. saws, hammers, scissors and scooters. Children show an awareness of good hygiene practices e.g. three and four year olds washing hands before eating their lunch, without being reminded..	

<b>CREATIVE DEVELOPMENT</b>	
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Judgement:	Very Good
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Children are making very good progress. They engage well in imaginative play based on stories and also from their own experiences e.g. children making a tepee from sticks, string and a blanket and buying groceries from the shop. They work creatively on a small or large scale and respond positively in a variety of ways to what they touch, smell, hear and feel e.g. using shaving foam to make patterns on their hands and on the table.	
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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 high quality. Children are making very 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**

There are no significant weaknesses to report, but consideration should be given to improving the following: continue to improve the use of evaluations to modify activities for individual children; continue to develop the information for parents about the educational provision; and make good use of parental knowledge of the children in order to support children's learning.