



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 119621

DfES Number: 531741

### INSPECTION DETAILS

|                 |             |
|-----------------|-------------|
| Inspection Date | 17/01/2005  |
| Inspector Name  | Debra Davey |

### SETTING DETAILS

|                 |                                                                                |
|-----------------|--------------------------------------------------------------------------------|
| Day Care Type   | Sessional Day Care                                                             |
| Setting Name    | Tate House Playgroup                                                           |
| Setting Address | Mace Street, Cranbrook Estate<br>Roman Road, Bethnal Green<br>London<br>E2 0RA |

### REGISTERED PROVIDER DETAILS

|      |                                                                       |
|------|-----------------------------------------------------------------------|
| Name | The Committee of Tate House Playgroup Management<br>Committee 1031390 |
|------|-----------------------------------------------------------------------|

### ORGANISATION DETAILS

|         |                                                                 |
|---------|-----------------------------------------------------------------|
| Name    | Tate House Playgroup Management Committee                       |
| Address | Cranbrook Estate<br>Mace Street, Roman Road<br>London<br>E3 0RA |

## 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 Tate House Playgroup first opened in 1968. It operates from a converted ground floor building which has direct access to an outdoor play space. The playgroup serves the local area.

There are currently 24 children from 2.5 - 5 years on role. This includes 12 funded 3 year old children and 2 funded 4 year old children. Children attend for a variety of sessions. There are 5 children attending with special educational needs. There are 4 child currently attending who speak English as an additional language.

The group opens five days a week, term time only. Playgroup sessions are 09:00-11:45 and 12:30-15:00.

Two full time staff work directly with the children. They have recognised early years qualifications. The setting receives support from the Early Years Development and Childcare Partnership.

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

### How effective is the nursery education?

The Tate House Playgroup offers good nursery education where children enjoy learning through a range of interesting activities. They make very good progress in personal, social and emotional, physical and creative development. They also make generally good progress in mathematics, communication, language and literacy and knowledge and understanding of the world.

The quality of teaching is good and staff demonstrate a sound understanding of the foundation stage, making particularly good use of their time and resources to support children's learning. Staff know children well and foster warm caring relationships to help them feel happy and secure. This ensures that personal, social and emotional development is strength of the playgroup.

The setting is very child led. Children are able to select their own activities and choose when to play in or outdoors. This ensures that children make very good physical progress and play happily and imaginatively. When playing indoors, they enjoy free access to the studio area to develop their creativity.

Leadership and management is good. The play leader has worked well to form links with local schools and other agencies to ensure that the group is able to offer a good service for children and families attending. This includes additional support for children attending with special educational needs.

The partnership with parents and carers is very good. Parents are well informed about the nursery activities and the six areas of learning through newsletters and displays. Parents are welcomed into the nursery and encouraged to be involved in social events and outings.

### What is being done well?

- Children are able to self select from a range of activities, they concentrate well for extended periods and behaviour is good.
- The programme for personal, social and emotional development is given high priority and children enjoy
- The programme for creative development is very good and children are able to access free art, sand and water during every session.
- The programme for physical play is very good and children show emerging skill when using large and small equipment both indoors and when using the nursery garden.
- The playgroup provides good support for children attending with Special Educations Needs.
- The playgroup has completed a Sheffield Kite Mark scheme which ensures

evaluative practice.

- Parents and carers are very welcome into the setting and encouraged to be involved in their child's learning.

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

- children's understanding of addition and subtraction through practical activities and opportunities to link sounds to letters.

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

There have been very good improvements since the last inspection. The children now have opportunities to climb in the outdoor area using a climbing bridge. There have been improvements made to labelling, name cards and word games. There is now an excellent range of dressing up clothes to which children have free access.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

|            |           |
|------------|-----------|
| Judgement: | Very Good |
|------------|-----------|

Children confidently express their own needs and relate well to each other and adults. Children are very interested and involved in their play. Children behave well and display a high level of involvement in activities. They are developing their personal independence through selecting resources; working independently; and helping themselves to food and drink. The children are very happy and confident, they are learning to share and take turns.

### COMMUNICATION, LANGUAGE AND LITERACY

|            |                |
|------------|----------------|
| Judgement: | Generally Good |
|------------|----------------|

Children understand that print carries meaning through playing with words, using names and labels. Several children can recognise and write their name, and letters are generally correctly formed. Children do not have enough opportunities to link sounds to letters. Most children are confident speakers, and are at ease when speaking in group situations. The children hear and use lots of new language.

### MATHEMATICAL DEVELOPMENT

|            |                |
|------------|----------------|
| Judgement: | Generally Good |
|------------|----------------|

Children are learning to count and understand numbers through a range of fun experiences. They have good opportunities to make patterns and compare size but there are less planned activities to help them learn simple addition and subtraction. Children are able to name some shapes and numbers 1-5. They are learning to problem solve for themselves, for example, when trying to complete puzzles.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

|            |           |
|------------|-----------|
| Judgement: | Very Good |
|------------|-----------|

Children are able to build and construct using a wide range of materials and tools. Children have lots of opportunities to find out about the world they live in through a good range of play equipment, which reflects positive images of culture, gender and ability. Children are confident when using the mouse and enjoy the programmes provided on the computers.

### PHYSICAL DEVELOPMENT

|            |           |
|------------|-----------|
| Judgement: | Very Good |
|------------|-----------|

Children are able to choose when they play in and outdoors. They use a range of small and large equipment confidently and with increasing control. Children move towards independence through making play dough, mixing paints and pouring drinks. There are lots of opportunities for children to practice their fine motor control when cutting, writing and threading.

| CREATIVE DEVELOPMENT                                                                                                                                                                                                                                                                                                                                                                                                            |           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| Judgement:                                                                                                                                                                                                                                                                                                                                                                                                                      | Very Good |
| <p>Children have lots of opportunities to explore colour, shape, space, texture and form in two and three dimensions. They respond enthusiastically to what they see, hear, smell and touch. Children enjoy making play dough and mixing their own paints. Creative materials are easily accessible, which helps children to independently select and create, for example; choosing wool; buttons; glitter; paper and glue.</p> |           |
| <p><b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b></p>                                                                                                                                                                                                                                                                                                                          |           |

### 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 frequent opportunities to develop children's understanding of addition and subtraction and provide more opportunities to link sounds to letters.

*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.*