



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 314615

DfES Number: 513904

INSPECTION DETAILS

Inspection Date	25/03/2004
Inspector Name	Diane Lynn Turner

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Driffield Methodist Playgroup
Setting Address	Methodist Church Hall Westgate Driffield East Riding of Yorkshire YO25 6TJ

REGISTERED PROVIDER DETAILS

Name	The Committee of Driffield Methodist Playgroup
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ORGANISATION DETAILS

Name	Driffield Methodist Playgroup
Address	Methodist Church Hall Westgate Driffield East Riding of Yorkshire YO25 6TJ

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and 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

Driffield Methodist Playgroup is an established group that has been providing sessional care for over 20 years. It operates from a church hall which is situated close to Driffield town centre. It is run by a parent committee and is a member of the Pre School Learning Alliance (PLA). The facilities include a main play room with adjacent smaller room, toilet facilities, kitchen and an enclosed area for outdoor play. Use of the premises is shared with other groups.

The group is registered for 34 and takes children between the ages of two and a half and five years. Session times are 09.00 to 11.30 and 12.30 to 15.00 Monday to Wednesday and 09.00 to 11.30 on Thursday during term time only. The group serves the local community and surrounding areas. There are currently 66 children on role including 15 three-year-olds and 21 four-year-olds who are in receipt of nursery education funding.

The group supports children who have special needs and welcomes children who speak English as an additional language.

Ten members of staff work directly with the children, eight of whom have, or are working towards early years qualifications to level two or three. One is a qualified teacher.

The group receives support from the development workers at both the Early Years and Childcare Partnership (EYDCP) and the PLA.

How good is the Day Care?

Driffield Methodist Playgroup provides satisfactory care for children overall with good practice in some areas. The group is well organised with good staffing levels. Staff are appropriately qualified, have a clear understanding of their role and work well together as a team.

The environment is warm and welcoming and the children are offered a good range

of well maintained toys and play equipment.

Staff have a high level of awareness of all risks to children's safety. There are effective procedures to identify and minimise hazards, ensure good hygiene practices in most areas and protect children from possible abuse. There is however, no procedure in place to meet the regulation in relation to a parent failing to collect or a child being lost.

Staff are aware of children's dietary needs and preferences. These are taken into account when providing food but the snacks offered often lack variety.

The children's individual needs are known, understood and met by staff who have a commitment to ensuring that all children have equality of opportunity.

A good range of interesting and well planned practical activities are provided. Staff support children well, extending their development and learning in all areas. They set clear boundaries for behaviour that are maintained in age appropriate ways. These help the children to behave positively.

Parents are made welcome. Information they receive is clear and well presented. There are effective systems in place to share information and they are kept well informed about their child's progress. All documentation is in place and used consistently with parents. It is well organised and stored securely, but policies sometimes lack detail.

What has improved since the last inspection?

not applicable

What is being done well?

- Children are well supported by the high staffing ratio. Staff demonstrate a clear understanding of their role, are attentive and offer a good range of interesting activities and experiences to enable the children to develop their knowledge and understanding and learn new skills.
- There is a good range of well maintained toys and play equipment that are used effectively by staff to support children's play. Resources for physical play are particularly good.
- Staff demonstrate a high level of awareness of all risks to children's safety. Children are well supervised at all times and staff are vigilant about ensuring security and monitoring arrival and departure times.
- Children's behaviour is managed effectively with all staff demonstrating a sensitive and caring approach. They value and encouraged good behaviour which results in the children interacting well with one another.

What needs to be improved?

- the documentation in relation to the child protection policy and lost child/parent failing to collect procedure.
- the food provided at snack time.
- the health and hygiene practices in relation to children's hand washing.

Outcome of the inspection

Satisfactory

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?**The Registered Person must take the following actions by the date shown**

Std	Action	Date
2	Produce a statement detailing the procedure to be followed in the event of a parent failing to collect a child or a child being lost.	08/04/2004

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
7	Ensure good hygiene practices in relation to children's hand washing are routinely encouraged before snack times.
8	Improve the variety of snacks that are offered.
14	Ensure the Child Protection policy includes the procedure to be followed in the event of an allegation being made against a staff member.

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

How effective is the nursery education?

Driffield Methodist Playgroup provides a happy and welcoming environment where children make generally good progress towards the Early Learning Goals. They make very good progress in the areas of communication, language and literacy and physical development.

Teaching is generally good. Staff demonstrate a sound knowledge and understanding of the foundation stage curriculum and provide a good range of well planned activities to help children learn. They use effective questioning during activities to develop children's understanding and encourage their thinking. Behaviour is managed well and they make good use of positive encouragement. However, the structure and organisation of some sessions does not enable children to access activities freely or spontaneously. Some opportunities are missed during activities to extend children's awareness of simple calculation and the provision to develop their design and making skills and independent creative skills is limited.

The leadership and management of the group is generally good. The manager is committed to ensuring children's safety and well being and leads the staff effectively. They work well together as a team, are clear about their roles and responsibilities and most are suitably qualified. Staffing levels far exceed the recommended minimum ratios and as a result children are well supported in all areas. The role of some committee members however, is not clearly defined and the system to regularly monitor staff's performance is not used for all levels of the staffing structure.

The partnership with parents and carers is very good. Parents and staff have a friendly relationship. They are given good information about the setting and are effectively encouraged to be involved in their child's learning, particularly in language and literacy. Children's records of progress are made readily available and parents are actively encouraged to access these and share them with their child.

What is being done well?

- Staff provide very good opportunities for children to develop their mathematical skills through everyday routines and activities. As a result they confidently and reliably count large numbers. and recognise a variety of numerals.
- High priority is given to communication language and literacy. Children's spoken language is developing well. They are confident to speak in a familiar group and communicate their ideas well. They join in enthusiastically at discussion times and show a good awareness of letters, sounds and words.
- Children are confident in mark making and have good opportunities to refine

and practice this developing skill throughout the session and to support their play in other areas, for example during role play.

- Children have very good opportunities to develop their gross motor skills. They have regular opportunities to use the excellent range of resources to develop and extend their climbing, balancing and throwing skills.
- Children's behaviour is very good. Staff have high expectations of all children. They are attentive and consistently use praise and encouragement. As a result the children are able to share, take turns and follow instructions well.

What needs to be improved?

- the planning and organisation of the sessions
- the planning of some activities
- the resources to promote and support some areas of design and making activities
- the system for assessing staff's performance.

What has improved since the last inspection?

At the last inspection, the setting was asked to: ensure staff received appropriate training in special needs to enable them to understand and apply the staged process of assessment and planning, including parents in writing individual education plans (IEPS); consider ways in which parents can be given feedback from key workers on their child's progress and how parents can contribute to their observations of their child's learning at home; and improve the opportunities for children to use musical instruments, box modelling, clay and move to music.

The setting has made good progress in all these areas. A special educational needs co-ordinator (SENCO) has been identified. She has attended appropriate training and shows a good understanding of her role. A system is in place to draw up IEPS when required with provision for parental involvement. Staff make themselves readily available for discussion as key workers at the beginning and end of all sessions and parents have easy access to their child's records of progress and are able to contribute to these. Planning shows that children have regular opportunities to use musical instruments, move to music, box model and use clay.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are keen and motivated to learn. They enthusiastically try out new ideas and experiences and show good levels of concentration in both large and small groups. They are confident, very settled and have good relationships with adults and each other. Their behaviour is very good. They are able to share, take turns and follow instructions well. They are confident in most aspects of their self care but the opportunities for them to make choices and freely access activities are limited.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children demonstrate very good speaking and listening skills. They initiate conversation and enjoy listening to stories. They handle books carefully and understand that print carries meaning. High priority is given to developing an understanding of letters, sounds and words. They are confident in mark making and have good opportunities to develop this skill. Most children can confidently recognise their own name and make good attempts to write this and other words.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children's ability to count is developing very well and is encouraged during everyday activities, for example at registration. They are able to recognise numerals to ten and are encouraged to think about and use larger numbers in their play. They are learning about size, shape and capacity and are developing the necessary language to enable them to compare these items. There are however, missed opportunities for children to use simple calculation during planned activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children have opportunities to explore and investigate a variety of materials and build constructively with a range of resources. They discuss and identify the weather each day and make good use of the outdoor area to learn about growing and living things. They have opportunities to learn about IT through the group's computer and are developing an awareness of the local environment and the wider world. However opportunities to develop their design and making skills in some areas are limited.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move confidently and safely around the setting demonstrating a good awareness of space and each other. They can successfully negotiate a pathway when running and chasing each other and demonstrate good control when using the parachute and climbing equipment. They can move in a variety of ways and are learning about health and bodily awareness. Their fine motor skills are developing well and they are able to use a range of small equipment confidently and effectively.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
<p>Children have good opportunities to use their imagination to express and communicate their feelings through role play. They use resources effectively to recreate both real and imagined experiences. They are developing a good awareness of music and movement through group activities when they have opportunities to follow actions and copy rhythms. They enjoy singing along to songs but the opportunities to spontaneously use their independent creative skills are limited.</p>	

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

- ensure the planning and organisation of sessions enables children to make choices, have spontaneous involvement in activities and time to develop and refine their ideas
- ensure resources other than construction materials are offered to enable children to develop their design and making skills.

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.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.