



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 101511

DfES Number: 584479

INSPECTION DETAILS

Inspection Date	29/06/2004
Inspector Name	Linda Janet Witts

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Hardwicke Playgroup
Setting Address	Hardwicke Village Hall Green Lane, Hardwicke Gloucester GL2 6QA

REGISTERED PROVIDER DETAILS

Name	The Committee of Hardwicke Playgroup
------	--------------------------------------

ORGANISATION DETAILS

Name	Hardwicke Playgroup
Address	Hardwicke Village Hall Green Lane, Hardwicke Gloucester GL2 6QA

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

Hardwicke Playgroup, a community group, run by a voluntary management committee made up of parents, opened in 1980. It is held in the village hall on the edge of a large residential area. The village of Hardwicke is situated a few miles south of the city of Gloucester. The children who use the playgroup are representative of families in the area. The group has use of the large hall, quiet room, kitchen and cloakroom. Under close supervision, the children use part of the large playing field that leads directly from the hall.

The playgroup is open for four sessions every week during term time, from Monday to Thursday, between 09.30 and 12.00. At present there are 48 children on roll, of whom 20 are funded three-year-olds and 28 funded four-year-olds. Children with special needs are supported by the group.

Six members of staff work with the children, with four per session assisted by two parents on a rota basis. The playgroup liaises with the local primary school and receives teacher support from an Early Years development and Child Care Partnership Foundation Stage Consultant.

How good is the Day Care?

Hardwicke Playgroup offers good quality care for children. The staff team are enthusiastic, experienced individuals. The leader holds a level three qualification in child care and education, is a trained special educational needs coordinator and also trained in first aid and child protection. Other staff are also trained in child care and most are also trained in first aid. The group is well organised; high adult: child ratios are maintained; the key carer system is implemented effectively and staff have a clear understanding of their roles and responsibilities. The premises are well maintained and are transformed into an attractive play environment by staff and volunteers. The group has a wide range of good quality equipment and resources. Records are well maintained. Policies and procedures reflect group practice and are reviewed regularly. The child protection policy lacks some information.

Supervision of children is very good and staff demonstrate safety awareness. A thorough written risk assessment of all areas used and risks arising from the use of equipment is in place. This is reviewed regularly. Good health and hygiene is actively promoted. Children enjoy their snacks and are able to help themselves to water throughout the session.

A broad range of activities is offered during each session. Staff have an excellent knowledge of children's individual needs and offer appropriate support of children's play. Children with special educational needs are supported well. Children are happy and enjoy their time at the playgroup. They are well-behaved and staff foster self-esteem. Equal opportunities are actively promoted.

Parents describe staff as friendly and report that they are happy with all aspects of the care offered. Staff provide regular newsletters and share information with parents/ carers at the end of the session. Parents are encouraged to play an active role with the group through rota duties.

What has improved since the last inspection?

At their last inspection the playgroup were asked to produce a training plan to show how staff will gain appropriate qualifications, to implement a system of registering the arrival and departure times of children and staff, to make dangerous substances seen in the gents toilets inaccessible to children and provide fresh drinking water for children.

In response to this the leader has attended and completed training to gain a level three in child care and education and the training needs of others have been identified. records of children's and staff attendance are now clearly maintained, all cleaning materials are stored securely so that they are inaccessible to children and children are now able to serve themselves water from a jug provided, as they wish.

What is being done well?

- The playgroup is well organised, making good use of space, time and resources. All staff and volunteers are fully aware of their roles and responsibilities. High staff to child ratios are maintained and a successful key worker system implemented, ensuring that children's individual needs are met.
- Children are happy and enjoy their time at the playgroup. They see play as fun and join in all activities with enthusiasm. They engage in a broad range of worthwhile activities and have the freedom to choose activities for themselves and to use their own ideas within their play.
- Staff and children have developed good relationships with one another. Staff show warmth and affection, talk with and listen to the children and respond appropriately.
- The large bare community centre hall is transformed prior to children's arrival into an attractive child-orientated environment conducive to play/ learning. Equipment and resources are set out in different areas and children's work,

themed posters, number and letter charts enhance the environment.

- Equal opportunities are actively promoted. Staff have positive attitudes and plan activities to help raise children's awareness of the diverse world in which they live. They make good use of an excellent range of multi-cultural resources and resources which reflect positive images of gender, disability and religion. Children are all valued and given good opportunities to share personal experiences with the group.

What needs to be improved?

- the child protection policy to include action to be taken in the event of an allegation being made against a member of staff or volunteer

Outcome of the inspection

Good

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

Std	Recommendation
13	extend the group's child protection policy to include action to be taken in the event of an allegation being made against a member of staff or volunteer.

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

How effective is the nursery education?

Hardwicke Playgroup provides high-quality nursery education and children are making very good progress towards the early learning goals in all six areas of learning.

Teaching is very good. Staff are enthusiastic in their roles and have an excellent understanding of the foundation stage, early learning goals and associated developmental stepping-stones. They plan an excellent range of activities to promote children's all-round development, supporting children with special educational needs as appropriate. Good use is made of time and resources. Visitors are invited into the group and visits to local places of interest planned to enhance learning. Staff are aware that children have plenty of opportunities to use technological resources at home but such opportunities are limited within the playgroup. Staff use their knowledge of individual needs to help children to progress to the next stage of their learning; providing challenge through planned activities and by using questioning to promote children's thinking. Staff are observant and are continually making mental assessments of children's progress and share this during evaluation at the end of each session. Written evidence to show how evaluation and assessments are used to inform planning is limited. Staff encourage good behaviour and foster children's self-esteem.

Leadership and management are very good. The committee and staff are united in their commitment to improvement. Staff monitor their own and group practice well. The committee gives staff good access to training and offers staff support as appropriate. The group is managed well by the leader and team spirit fostered.

Partnership with parents is very good. Parents find staff friendly and approachable. They receive good information about the planned curriculum and regularly help at sessions, which extends their understanding of how their children are learning. Staff make time to talk with parents sharing information about children's progress.

What is being done well?

- Staff plan a broad range of activities to promote children's learning across all areas of the curriculum. They know instinctively when to play an active part in children's play or to stand back and let children play undirected, using their own ideas.
- The group has an extensive range of resources which are used effectively by staff to support children's learning. The quantity of resources ensures that all children wishing to participate in an activity can do so. Resources are also accessible to the children so that they are able to extend activities for themselves.
- Children are interested, excited and motivated to learn. They are confident,

well-behaved and independent. They are able to select activities and resources and take control of their play, moving freely within the indoor environment. Children enjoy stories, rhymes and engage in imaginative play using their own first-hand experiences. They use acquired mathematical ideas competently within their play and are gaining knowledge and understanding of the world through first-hand practical activities.

- Staff are enthusiastic and experienced in their roles. They are skilled in behaviour management; they value children as individuals, praising good behaviour, fostering self-esteem; they are themselves good role models, who help children to understand the behavioural expectations within the setting.

What needs to be improved?

- opportunities for children to gain awareness of the technology around them; using simple equipment and programmable toys
- evidence to show how information gathered through assessment is used to inform planning e.g. details within short term plans to show how activities can be extended to offer greater challenge for more able children.

What has improved since the last inspection?

Improvement since the last inspection is very good.

Staff have developed and implemented an action plan to address weaknesses identified at the last inspection. They have further developed their programme for language and literacy ensuring that children see and recognise familiar words by displaying laminated words on objects, encouraging children to find their name badges and match them to name cards on their personal chairs. They plan greater opportunities for children to join in rhymes and look at books. The programme for creative play now includes both adult-led and child-led activities. Children are able to express their own ideas and communicate their feelings freely. Assessment methods have been improved; key carers undertake regular assessments of children's progress; this information is shared verbally with the rest of the staff team and the leader uses this information when planning future activities.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children show excitement in their learning. They join in group activities enthusiastically. Children are well-behaved; they share and take-turns waiting patiently and understand the behavioural expectations within the setting. They are independent; they help to set out and tidy away equipment, dress themselves and serve themselves drinks and snacks. Children are encouraged to talk about their home and community life and show a strong sense of self within the group.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children speak confidently and initiate conversation with others, including those unfamiliar to them. They talk about what they are doing and use language to recall past experiences. Children listen attentively to stories and join in; they enjoy looking at books, handle them carefully and understand that print carries meaning. Children ascribe meaning to marks. They hold pencils correctly and some children are able to write their own name, correctly forming some of the letters.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children show confidence with numbers and willingly count. Many can count irregular arrangements of objects; some counting as many as 21. Four-year-olds can say confidently the number that is one more than a given number, add and subtract. They use mathematical language such as 'big', 'tall' and select resources by shape for tasks, talking about size, shape and quantity. They have good opportunities to use mathematical ideas within practical activities e.g. following a sequence when lining up.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children show curiosity, observe, examine and investigate. They handle mini-beasts and small animals with care and investigate objects using different senses. They are interested to learn about the lives of others. A visiting fire fighter was questioned about how things work and children linked things he said with their own experiences. Children have good opportunities to learn about different cultures. They construct with a range of materials. Few opportunities are planned to use technology.

PHYSICAL DEVELOPMENT

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

Children are proficient movers. They move freely with pleasure in a range of ways; they crawl, climb, jump, stretch and shake. Children have good opportunities to move to music, use wheeled toys and other physical play equipment. They show awareness of space and negotiate pathways safely carrying equipment. They manipulate small resources well, use tools and scissors competently and mould malleable materials. Children show an understanding of the importance of protecting themselves in the sun.

CREATIVE DEVELOPMENT

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

Children enjoy creative experiences. They have good opportunities to paint, draw, print and combine media. Children explore what happens when they mix colours. They use their senses and describe their feelings. Children freely use their imagination. They engage in role-play based on their own first-hand experiences and play alongside others engaged in the same theme. They enjoy singing, move rhythmically and have regular opportunities to explore the sounds of musical instruments.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

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 considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- greater opportunities for children to gain awareness of the technology around them; to use simple equipment and programmable toys
- evidence to show how information gathered through assessment is used to inform planning e.g. details within short term plans to show how activities can be extended to offer greater challenge for more able children.

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.