



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 101655

DfES Number: 580028

INSPECTION DETAILS

Inspection Date	23/06/2004
Inspector Name	Carole Elizabeth Price

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Duke of Gloucester Barracks Playgroup
Setting Address	Duke of Gloucester Barracks South Cerney Cirencester Gloucester GL7 5RD

REGISTERED PROVIDER DETAILS

Name	The Committee of Duke of Gloucester Barracks Playgroup
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ORGANISATION DETAILS

Name	Duke of Gloucester Barracks Playgroup
Address	Duke of Gloucester Barracks South Cerney Cirencester Gloucester GL7 5RD

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

Duke of Gloucester Barracks Playgroup is situated on the army base within the village of South Cerney approximately four miles to the east of Cirencester. They are open to army families and the general public, and children attend from surrounding villages. The playgroup has its own self-contained building which is maintained by the military. The group is registered to provide full day care for 24 children from 2 to 5 years. There are currently 24 children on roll. There are two playrooms, a cloakroom and a kitchen area within the premises and they have access to their own enclosed outdoor area, with hard surface and grass for outdoor play. The group is open on Monday to Friday from 09.15 to 15.00 during school terms. The playleader and deputy have both recently completed the National Vocational Qualification in Childcare and Education at Level 3, and both have several years experience. Other staff are experienced and working towards appropriate qualifications. The group accepts funding for nursery education and currently has seven, three-year-old and eight, four-year-old children for whom they receive funding. They support children with special needs. Although they have no children who speak English as an additional language, they do support children with dual language. The group is a member of Gloucestershire Playgroup and Toddler Association, and receives support through them.

How good is the Day Care?

Duke of Gloucester Barracks Playgroup provides satisfactory care for children. The staff team, are experienced, have completed appropriate training and work well together. A friendly, welcoming environment for children and parents is created by the warm welcome from staff and the displays of children's art work on the walls. The group's policies are clear, comprehensive and regularly reviewed and there are clear notices in place for staff and rota parents. There is no policy to follow if parents fail to collect children.

Staff are aware of safety issues and have taken steps to reduce risks, such as ensuring the premises are secure by locking the doors during the session. Staff promote health and hygiene within the daily routine. Administration of medication is

recorded but there is no signature from parents acknowledging the entry. A variety of healthy snacks are provided for the children during the day. Staff are very aware of the child protection procedures and the appropriate action to take if they have a concern.

Adults talk and interact well with the children and show interest in what they say and do. They provide a good range and variety of activities for children but the lack of use of the art area and the organisation of resources does not allow children to choose freely for themselves. Staff respect each child as an individual, they value the differences and provide opportunities for children to learn about diversity. The grouping of children for some activities, limits the support or challenge that can be offered to individuals. There is a good behaviour management policy in place with appropriate strategies. An explanation, of why an action is unacceptable, is not consistently applied by staff.

Parents are included in the group and warmly welcomed by the staff. They receive information about the activities in which their child has been involved and are able to discuss their child's progress with the staff.

What has improved since the last inspection?

There were no actions from the last inspection.

What is being done well?

- The group have implemented good policies to ensure the premises are safe and these are regularly reviewed.
- Staff have an understanding that each child is an individual, acknowledge that they are all different and value the differences.
- Staff and committee have a positive attitude and are willing to take any necessary steps to include a child with special needs.
- There is a good child protection policy in place and staff are aware of their role and responsibility towards child protection issues.

What needs to be improved?

- policy and procedure regarding action to be taken if a child is not collected from the group
- children's access to resources to allow them to choose and select for themselves
- records of medication administered to include acknowledgement from parents
- explanations from all staff, to children, regarding actions which are unacceptable.

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	Develop policy and procedure detailing action to be taken if a child is not collected from the group.	01/07/2004

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

Std	Recommendation
5	Develop ways of improving children's access to resources to allow them to choose and select for themselves.
7	Ensure written records of any medication administered, are signed by parents.
11	Ensure all staff explain to children why an action is unacceptable and consistently apply the group's behaviour management procedure.

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

How effective is the nursery education?

Duke of Gloucester Barracks Playgroup provides a good quality curriculum overall and the children are making generally good progress towards the early learning goals. Children are happy and confident within the setting. They take part in a wide range of activities, that helps them to develop their interest and enthusiasm. Children are well supported to develop personal independence and have good access to a well-equipped book areas. Children have limited opportunity to select resources for themselves, and their ability to extend activities and be freely creative is not supported effectively. They have good knowledge and access to information and communication technology.

Teaching is generally good. Staff have a generally good knowledge of the Foundation Stage. They show interest in what the children say and do. Staff develop the children's thinking and communication skills well. Good use is made of open-ended questions that are appropriate to the stage of the individual child. Opportunities for children to practise writing skills, count, calculate and recognise numbers as they play are limited.

Leadership and management is generally good. There are good working relationships between the staff and the committee. Communication is good and they work well together as a team. Staff reviews are carried out and training needs assessed. The evaluation of activities and assessments on the children's progress are not used effectively to ensure children's individual educational needs and next steps of learning are supported. The committee and staff are keen to ensure the group provides the best care it can and are open to change to move things forward.

Partnership with parents is generally good. Clear information is given to parents about the provision, how they can be involved in the child's activities and basic information regarding the Foundation Stage of learning. Parents involvement with the assessments and progress records of their children is limited.

What is being done well?

- Children are encouraged to be confident, staff take time to speak to each child individually and build their self-esteem.
- Staff ask good, open questions to make the children think for themselves. They extend children's vocabulary by introducing new words as they play.
- Children are well supported to develop their personal independence and have good access to well equipped book areas.
- Children are well supported and have good knowledge and access to information and communication technology.

What needs to be improved?

- planning, evaluation and assessment cycle to ensure that activities meet the individual needs of all the children;
- organisation of time and resources to allow children to select and choose freely for themselves;
- opportunities for children to count, calculate and relate number symbols to objects within planned and spontaneous activities;
- access to writing materials for their own purpose within everyday play situations.

What has improved since the last inspection?

Duke of Gloucester Barracks Playgroup has made generally good progress towards improvements since the last inspection. Key issues were to strengthen the partnership with parents by providing more opportunities for sharing information about children's progress; to improve planning by making clear what children are expected to learn from the activities provided and to plan more opportunities to regularly assess children's progress by observing whether the expected learning outcomes for activities are achieved.

They now discuss orally the children's progress on a daily basis and organise a formal one-to-one session with parents to discuss their child's progress. They stress to parents that they are free to talk any time parents wish and will happily go through their child's developmental records. This has improved parent's knowledge of their child's progress but does not encourage parent's involvement with the children's learning#.

Planning documents now include the expected learning outcome for an activity. This is then evaluated and an assessment is made. If the outcome was not achieved, then factors relating to this are noted. The evaluation is very general and does not identify children who were not challenged or supported sufficiently.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are happy and confident within the group. Staff use opportunities to talk with children individually and build on their self-esteem. They teach children to respect others by discussing feelings and emotions. They offer praise and encouragement for efforts and achievements. Personal independence is encouraged. A good range of activities are provided for children over time. There is a lack of accessible resources to allow children to choose freely for themselves.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Adults ask appropriate open questions to encourage the children to think for themselves such as "What if?" "How does that happen?" Children have opportunity to talk in large and small groups and staff take time to listen to what they say. Children have good access to well equipped book corners and are shown how to use books correctly. Access to writing materials for children to use for their own purpose, within everyday play situations and to practise their skills is limited.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are introduced to a range of mathematical concepts over time. They count during daily routines and circle time. Opportunities for children to relate number symbols to objects and to practise calculating within planned and spontaneous activities are limited. They are not encouraged to link numbers of objects with written numerals and numbers are not used as labels. They are introduced to shape and position through daily activities such as sand and play dough and when using the computer.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have opportunities to explore and investigate using all their senses over time. They look at how things change and are supported by adults who question how things work and why they happen. They have limited access to joining materials and equipment to use freely for themselves. They demonstrate an awareness of the routine and what happens next. There is a good selection of resources which reflect different cultures and the children have regular access to technology.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children have opportunities to develop large and small movements through the range of resources and activities such as threading and large construction toys. They have limited access to activities that encourage them to handle tools such as scissors, paperclips and rulers for their own purpose. Outdoor equipment is used to develop skills such as running, skipping, hopping, kicking and throwing balls. Staff do not provide opportunities for children to learn about health and bodily awareness.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children have opportunities to explore and investigate different materials and media over time. They have good opportunities to use their imagination through role play and small world activities. Poor organisation of time and a lack of regular, free access to creative resources and musical instruments, limits the opportunities for children to be truly creative, and choose and select resources for themselves.

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

- further develop planning, evaluation and assessment cycle to ensure that activities are planned to support individual children's learning and build on their prior learning
- review the organisation of time and resources to allow children to choose and select activities and equipment freely for themselves
- plan a wider range of activities for children to count, recognise numbers and relate number to objects as they play
- develop regular opportunities for children to use different writing equipment and practise mark making as they play.

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.