



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 110031

DfES Number: 584151

INSPECTION DETAILS

Inspection Date	19/05/2003
Inspector Name	Jennifer Pearce

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	CYGNETS PLAYGROUP
Setting Address	VILLAGE HALL HIGH STREET, BARTON STACEY WINCHESTER HAMPSHIRE SO21 3RU

REGISTERED PROVIDER DETAILS

Name	The Committee of CYGNETS PLAYGROUP COMMITTEE
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ORGANISATION DETAILS

Name	CYGNETS PLAYGROUP COMMITTEE
Address	VILLAGE HALL HIGH STREET, BARTON STACEY WINCHESTER HAMPSHIRE SO21 3RU

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

Cygnets playgroup operates from the village hall in Barton Stacey near Winchester. The playgroup serves the children of this village and those in the surrounding area. It is a community group and is managed by a committee of volunteers. The playgroup is registered to care for 18 children under five years and over two years of age of whom no more than six children can be under three years of age. There are currently 23 children aged from two to five years on roll. This includes 12 funded three and four year old children. The playgroup is open on weekday mornings during term time Monday - Thursday between the hours of 09:30 and 12:00 and on Fridays the session is from 10:00 - 13:00 when the children bring a packed lunch. the playgroup operates with a staffing ratio of one adult to six children. The three full time staff are all involved in early years training programmes.

How good is the Day Care?

Cygnets Pre-school provides good care for children.

The staff are committed to improving their practice by accessing further training. All staff work well together. They are all fully involved in the daily plans to provide interesting and varied play opportunities to meet the needs of children of all ages and abilities. They ensure that each child is able to fully access all play activities although additional resources are not always available to enable all children to make choices throughout the play session.

The staff team provide a warm and welcoming environment for parents and children. There is plenty of free space in which children can play and explore. Staff give high priority to ensuring that children are safe both indoors and on outings and there are good health and hygiene procedures in place. Staff know the children well and they have good relationships with parents. All aspects of each child's care, progress and individual needs are discussed, agreed and fully met. Positive behaviour patterns are encouraged and developed.

The provider keeps comprehensive written policies and appropriate records are kept

on a daily basis, however some lack the necessary detail.

What has improved since the last inspection?

This does not apply as the last inspection was a transitional inspection

What is being done well?

- The Pre-school is warm and very welcoming. Staff have clear routines that help children to feel secure and happy.
- The staff team meet children's individual needs well through careful planning, the use of toys and equipment and the local recreational area. Children show interest and enjoy their experiences.
- The staff give particular attention to hygiene and safety. Children know the boundaries for behaviour and staff spend a lot of time praising and encouraging the children which builds upon their self esteem and independence.
- Parents feel able to speak to staff about their children's individual needs and they receive regular information about the playgroup through the prospectus, newsletters and the parent notice board.

What needs to be improved?

- documentation, to record the times of arrival and departure for children and volunteers, and the name of the regulator in the complaints procedure; (Standard 14)
- the availability of additional resources to enable all children to make choices throughout the session. (Standard 3)

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
14	Record all times of arrival and departure for children, staff and volunteers and provide the name and address of the regulator in the complaints policy.
5	Enable all children to access toys and resources throughout the session.

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

How effective is the nursery education?

The provision of nursery education at Cygnets Preschool is generally good overall. Children are making very good progress in personal, social, and emotional development, and generally good progress in all other areas of learning.

The overall quality of teaching is generally good. Staff have a sound knowledge and understanding of individual children and have established good relationships with them. They praise and encourage children increasing confidence and self esteem. They have high expectations of behaviour and use daily routines to extend children's learning, however some opportunities are missed. Staff are using new assessment systems and individual learning plans to evaluate the children's learning tied to the stepping stones.

The leadership and management of the preschool is very good. A strong staff team are now in place who work together to improve the quality of education within the preschool. Effective systems are in place for the assessment and development of staff. All of the team are accessing training to increase their knowledge and understanding of their work. The group has developed good links with the local school and attends the cluster group meetings with other providers.

Partnership with parents and carers is generally good. They are welcomed into the group and encouraged to share information concerning their child. Parents are informed about the preschool, its operation, routines and activities and are given planned appointments to look at their children's progress.

What is being done well?

- Staff create a stimulating environment where children learn through a wide range of practical activities throughout the daily routine.
- Relationships within the preschool are very good. Staff question children effectively encouraging them to contribute their own ideas. All children are valued and staff have a good knowledge of individual children and their home circumstances.
- Children's spoken language is developing well. They learn to negotiate well and express their imagined experiences during a range of role play situations.

What needs to be improved?

- the opportunities for children to practise handwriting during freely chosen activities
- the use of time and availability of resources to make creative activities freely

available and encourage children's independence.

- the information given to parents on the early learning goals.

What has improved since the last inspection?

The preschool has made generally good progress since the last inspection.

The provider has implemented a new system for planning and evaluating children's learning which is working well, but needs to be linked more directly to the early learning goals and this information fully shared with parents. Staff understanding of the code of practice for the identification and assessment of children with special needs has been increased and a new special needs statement is in place. The provider has appointed a special educational needs co-ordinator [S.E.N.C.O.] who has undertaken the appropriate training.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident and motivated to learn. They are good listeners who work well as part of a group and independently. Children express their ideas competently, take turns, share fairly, and are polite and considerate. They respond well to praise and encouragement and behave very well. They have opportunities to learn about their own and other cultures.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children communicate well with adults and peers alike. They listen attentively to stories, learn to negotiate well and express their imagined experiences. Children are beginning to recognise letters in familiar words. Children have limited opportunities to practise writing for different purposes. They use role play and conversation to express their ideas and use their imagination.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children competently count and recognise numbers one to ten and beyond. They have a developing understanding of mathematical language related to comparison of numbers and simple number operations. Children have some opportunities to extend their learning during everyday activities and the daily routine.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children learn about their environment and the world around them through planned topic work. They discuss the changes in the seasons and investigate how things grow. They enjoy using their senses to explore objects in practical activities e.g. water, sand, and construction using a range of materials. Children have some opportunities to use tools and to understand information technology.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are able to use a wide range of large and small equipment which provides challenging opportunities for climbing, jumping, and balancing. They demonstrate a good sense of space and move confidently during physical activities. Children have some free choice to develop their skills in the use of tools and materials. Children have good opportunities to use their imagination through music and movement sessions.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
<p>Children enjoy participating in singing sessions and have built up a good repertoire of songs and rhymes. They regularly explore sounds with musical instruments. Children learn about colour, texture and shape through art and craft, sand and water play, and construction toys. They are not always able to freely access and explore a range of resources on a daily basis which limits their creativity.</p>	
<p>Children's spiritual, moral, social, and cultural development is fostered appropriately.</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

- Ensure that children have more opportunities to practise handwriting.
- Ensure that resources are freely available and that time is effectively used to promote children's creativity and independence.
- Ensure that parents are provided with more information on the early learning goals.

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.