



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 507727

DfES Number: 511733

INSPECTION DETAILS

Inspection Date 13/02/2004
Inspector Name Tracey Marie Boland

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Styvechale Grange Playgroup
Setting Address Church Centre, Lonscale Drive
Coventry
West Midlands
CV3 6QR

REGISTERED PROVIDER DETAILS

Name The Committee of Styvechale Grange Playgroup

ORGANISATION DETAILS

Name Styvechale Grange Playgroup
Address Styvechale Grange Church Centre
Lonscale Drive
Coventry
West Midlands
CV3 6QR

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

Styvechale Grange Pre - School opened in 1983. It operates from a large room, which can be partitioned to allow a smaller area for specific routines such as circle time. The setting is within close proximity to the A45. The pre school serves the local area.

There are currently 43 children from two years six months to five years on roll. This includes 18 funded three-year-olds and 10 funded four-year-olds. Children attend for a variety of sessions. The setting currently supports children with special needs, and who speak English as an additional language.

The group opens four mornings and three afternoons a week during school terms. Sessions are from 09:15 until 11:45 and 12:30 until 15:00.

Four full time staff and one part time member of staff work with the children. Over half the staff have early years qualifications to NVQ level 3. One member of staff intends to work towards a recognised early years qualification later in the year. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Styvechale Grange Pre-School provides satisfactory care for children. Children are cared for in a warm, welcoming and well maintained environment and staff ensure that a suitable variety of play is available on the children's arrival. Staff use the space well and the children are able to move freely between activities. Staff/child ratio's are good and staff ensure there is always a member of staff 'floating' to offer support to children where needed. All documentation is well maintained and up to date. Most policies are provided and available to parents.

Safety is seen as a priority both inside and outside the building and staff reassess safety annually. Regular fire drills take place on various days, ensuring that all children are clear of the evacuation procedure, whatever days they may attend.

Appropriate hygiene routines are in place and encouraged with the children. Most staff hold first aid certificates and health records are completed and shared with parents. Fresh drinking water is provided and children access this freely. A snack is provided mid morning and afternoon which usually consists of a drink and fresh fruit.

Interaction between staff and the children is good and staff have a good knowledge of the individual needs of the children. A wide range of toys and equipment are provided including items that reflect positive images of race, culture and gender. However, those reflecting disability are limited. Resources are used appropriately to provide a wide and interesting variety of activities, both structured and free play.

Clear strategies are in place for dealing with behaviour. Staff are consistent in their approach towards behaviour and the children respond positively. Partnership with parents and carers is good. Clear relationships have been built with parents and maintained through regular discussion, newsletters and individual child profile meetings. Parental involvement within the group is encouraged.

What has improved since the last inspection?

Not applicable, as there were no actions raised at the previous inspection.

What is being done well?

- Children are cared for in a warm, welcoming environment where safety has been addressed throughout. Staff ensure all children are aware of the evacuation procedure, which is practised regularly.
- A good variety of toys and equipment are provided for the children, including those that reflect positive images of race, culture and gender. Children are able to move freely between activities and are provided with a good range of free play and structured play.
- Partnership with parents and carers is good and staff keep parents up to date with their child's overall progress. Parents receive copies of all the policies in place and health records are shared with them.
- Staffing ratio's are good, ensuring that children are always appropriately supervised. Staff attend a variety of training courses through the Early Years Development and Childcare Partnership.
- Children with special needs and those where English is an additional language are welcomed into the group and staff work in partnership with parents and other professionals to ensure they receive the appropriate care.

What needs to be improved?

- the resources provided that reflect positive images of disability
- the development of a policy which clearly states the procedure to be followed in the event of a child being lost.

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

Std	Recommendation
9	Ensure that children have an appropriate range of activities and resources that promote equality of opportunity with regard to disability.
14	Develop and implement the procedures currently in place to include lost children.

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

How effective is the nursery education?

Styvechale Grange Playgroup offers generally good quality nursery education which helps children make progress along the stepping stones towards the early learning goals. Staff work effectively together and know the children well. They encourage kindness and consideration and the children are aware of the importance of taking turns. Good strategies are in place for dealing with behaviour and the children respond positively.

Staff have an understanding of the early learning goals and the manager uses the stepping stones to plan the curriculum. Individual responsibilities for structured activities are acknowledged. Regular observations are made of the children and transferred to their individual profiles and shared with parents. However, staff don't use what they know about the children to inform future planning for individuals. Staff challenge children, but do not always sufficiently extend the knowledge of the more able children during structured activities and do not always use spontaneous situations to question and reinforce children's learning.

Partnership with parents and carers is generally good. Information is shared with parents on a daily basis and by the use of newsletters and a notice board. Children's individual profiles are available and staff keep parents informed of their child's progress.

Leadership and management is generally good. The manager and staff work well as a team and the manager is aware of her role and responsibilities. Staff have clear roles during each session and undertake specific tasks within the daily routine. They meet together as a team and on a one to one basis. Discussion takes place regarding planning, although the manager has overall responsibility for the written documentation. Training is accessed through the Early Years Development and Childcare Partnership.

What is being done well?

- Children's personal, social and emotional development is very good. They are confident, sociable and have developed caring relationships with the staff and their peers. They show a great deal of kindness and consideration towards each other.
- Children's development in communication, language and literacy is very good. They enjoy listening to stories and access a variety of books freely. They communicate well with each other and have daily opportunities to make marks and develop their pre writing skills.
- Provision for creative development is very good. Many opportunities are provided for children to engage in creative activities, using a variety of mediums. They are able to use their imagination through role play and music

and movement.

- Partnership with parents and carers is generally good and staff ensure they are involved and informed about their child's progress.

What needs to be improved?

- the opportunity to extend and develop children's learning during everyday routines and free play.
- the use of key staffs knowledge of the children to meet their individual needs when planning a curriculum and for staff to evaluate their expectations of some of the more able children.

What has improved since the last inspection?

The setting has made limited improvement on the key issue raised at the previous inspection. The setting was asked to extend the assessment checklist to include all elements of the six areas of learning, particularly mathematics and physical development. Increasing use then needs to be made of the assessment outcomes and plan what the children should do next. This is particularly important when children are very able and need to be presented with increasingly challenging tasks.

Planning relates to the early learning goals and the stepping stones are used. Evaluations of activities take place, although these are limited in content and do not identify specific areas for individual children. Physical development is provided regularly, with a range of large and small equipment available. Music and movement sessions are also incorporated into the week. Mathematical concepts are provided in various forms on a daily basis.

Regular observations are made of the children and discussions takes place with parents about their child's development , however, the information gained is not used to inform future planning and does not identify the very able children or present them with increasingly challenging tasks.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children separate well from their carers and settle well into their chosen activity. Good relationships have been formed with the staff and their peers. They show kindness and consideration towards each other and clearly understand the concept of taking turns. The children greet their close friends excitedly and talk about familiar experiences during play. Staff regularly praise and encourage the children and behaviour is good.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Many children are confident speakers and engage easily in conversations with adults and their peers. They enjoy listening to stories and access books freely. Children have regular opportunities to recognise and sound familiar letters and words and have practice writing in practical situations on a daily basis. Some older four year olds can confidently write their own names and that of their friends.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are able to count to 10 and some can count beyond. More able children show an understanding of addition and subtraction through practical activities and circle time and are developing an understanding of mathematical vocabulary. Children learn about size, shape and patterns through a variety of practical activities and games. However, daily routines are not always used effectively to reinforce and practice their skills further.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children learn about the natural world and about other people's lives, cultures and beliefs. They investigate and explore living things through books, practical activities and when outdoors. Children take part in discussions about the days of the week and the weather, although this is not done on a regular basis. Information technology is limited and needs to be developed to enable children to gain experience and increase their skills.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children take part in music and movement activities and use various equipment to climb, balance and jump. They regularly use wheeled toys. More able children confidently manoeuvre around obstacles and are aware of their own space and safety. However, opportunities are not used to develop the children's understanding about changes to their bodies after exercise. Children confidently use small tools for modelling and making constructions.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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The children regularly make pictures using a variety of materials and textures. Children name colours and confidently use a range of tools when making 3D models. They are able to express themselves through a range of activities including role play, collage, dough, sand and drawing. The children enjoy singing and show confidence, with older children encouraging and helping the younger members of the group with action songs.

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

- Improve the organisation of the daily routines and free play to develop the children's learning.
- Ensure that plans are more closely linked to the children's individual needs.

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.