



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 229021

DfES Number: 533413

INSPECTION DETAILS

Inspection Date 21/09/2004
Inspector Name Patricia Dawes

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Wilkes Green Playgroup
Setting Address Antrobus Road
Handsworth
Birmingham
West Midlands
B21 9NT

REGISTERED PROVIDER DETAILS

Name Wilkes Green Playgroup 1034594

ORGANISATION DETAILS

Name Wilkes Green Playgroup
Address Antrobus Road
Birmingham
West Midlands
B21 9NT

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

Wilkes Green Playgroup opened in 1984. It operates from one room in a single storey building within the grounds of Wilkes Green primary school, Birmingham. The setting serves the local area.

There are currently 31 children from 2.5 years to 4 years on roll. This includes 2 funded 3 year olds. Children attend for a variety of sessions. The setting has the ability to support children with special needs or who use English as an additional language.

The group opens 5 days during school term time. Sessions are from 09.00 until 11.30 for five mornings, and 13.00 until 15.00 for 4 afternoons.

There are 7 members of staff working both full and part time with the children. Half of the staff have an early years qualification to NVQ level 2 or 3., with the others working towards a recognised qualification. The setting receives support from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Wilkes Green Playgroup provides good care for children.

Staff offer a warm and welcoming environment where children feel secure and their individual needs are taken into account. Staff know the children well and develop good relationships with them. All documentation is maintained appropriately.

Staff ensures that children understand about safety in the setting and have taken the necessary precautions. All areas for promoting health and hygiene are good and are reinforced through the daily routine. Staff has established a good daily routine for eating, tidying up, playing and going out which encourages children to feel secure. Children are provided with regular drinks and healthy, nutritious snacks and meals, meeting all individual dietary needs.

Staff provides a wide range of interesting and stimulating activities both indoors and

outdoors which promote children's learning and imagination in order to give them a wide range of experiences. They plan varied activities for children of different age groups in order to promote their development. They spend a lot of time talking and playing with them and helping them to learn. Staff has a good understanding of equal opportunities. There is a range of toys available for children that promote equality of opportunity and anti-discriminatory practice, however toys reflecting disability are limited.

Staff has a good working partnerships with parents and ensures that the children are cared for in accordance with their parent's wishes. A comprehensive welcome pack is available to all parents written in different languages. Information is shared with parents on a daily basis through daily verbal communication and written newsletters.

What has improved since the last inspection?

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

What is being done well?

- A wide range of toys and activities are available, enabling children to make progress in all areas of learning. They play confidently with a good selection of play equipment from which they choose freely.
- Good relationships are promoted between staff, children and within the peer group. Staff know the children well, they are happy and well settled, and staff spend time talking to them and helping them to learn.
- Individual needs of the children are met well with Staff giving individual attention, and catering for children's needs through the daily routine. They provide a good range of stimulating activities.
- Clear instructions, praise, compliments and encouragement are given to the children and they respond well. Children behave well, take turns and share.
- Partnership with parents is good. Staff care for children in accordance with their parent's wishes and makes time to share information every day.

What needs to be improved?

- the storage of equipment limiting the space allowed for children to manoeuvre freely within the setting
- the limited access for children to resources which reflect disability positively.

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
4	Ensure the storage of equipment does not impinge on space ratios.
9	Extend the resources offered to children which reflect disability positively.

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

How effective is the nursery education?

Wilkes Green Playgroup offers generally good provision overall, which helps children to make good progress towards the early learning goals, in all areas of learning.

Teaching is generally good. Children are developing good relationships with their peers and the staff. Staff have a good knowledge of the foundation stage. They plan an interesting and exciting range of practical activities, which helps children to learn. Staff manage children's behaviour well and have high expectations and set clear boundaries. Activities are well managed and staff constantly encourages children to take part. There is a good range of equipment to support children's learning, resources are well organised ;however resources are limited that enable children to practice making marks/writing during role play.

Staff use assessment records to identify the progress children are making towards the early learning goals however these are not used to inform future planning. There is an effective system in place to provide good support for children with english as an additional language. The key strengths in personal, social and emotional development and communication skills are due to the skilful interactions of the staff in engaging children in conversations and fostering their self-esteem.

Leadership and management is good. The playgroup benefits from a strong manager and a committed staff group. They work well together and constantly evaluate their practice through monitoring and staff meetings. Good opportunities are provided for staff development.

The partnership with parents is very good and contributes towards children's progress towards the early learning goals. Parents are well informed about the nursery ethos and curriculum. Children's progress in general is shared with parents and opportunities are provided for parents to view their child's assessment records and discuss issues with the key worker.

What is being done well?

- Staff create a well planned, stimulating environment where children learn through a wide range of practical activities. They set challenges for children that develop their thinking and imaginative skills through stories, registration time and consistent questioning during activities.
- Staff provides good opportunities for children to learn about cultures and beliefs of other people. Festivals are celebrated and children taste food from other countries. There is a good range of resources to raise children's awareness and promote positive attitudes of different cultures, disability and gender.

- Staff constantly encourages children to think about what they are doing and why they are doing it. They encourage children to recall stories and predict what may happen.
- Children develop good relationships with adults and children. They learn to co-operate and work together well e.g. taking turns when painting, playing with dough together and helping to tidy away.
- Staff manages children's behaviour well, using a calm approach and encouraging children to play together. They have high expectations and give clear guidelines to help children understand right from wrong. Children's behaviour is good
- Staff gives clear explanations of the activities to be completed.
- They talk to the children constantly and engage in their play.

What needs to be improved?

- the opportunities for children to practice their writing skills through daily planned activities
- the quality in resources which limits children's opportunity to write for a purpose
- the opportunities for the more able children to develop problem-solving skills during routines.

What has improved since the last inspection?

All of the key issues from the last report have been addressed. New equipment has been purchased to enhance the area of maths and physical development. Children are now given the opportunity to develop their writing skills in the writing area, however this had a limited choice of was poor resources at inspection., and writing for a purpose is not extended into other areas of learning. Photographic evidence shows children now make visits into the community to develop knowledge and understanding of the world. Planning has been further developed, and now includes regular observations that help to inform planning, and develop children's progress and learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are developing good relationships with adults and their peers. They are learning to co-operate and work together well e.g. taking turns when painting, playing with dough together and helping to tidy away. Children behave well, and are developing independence within their daily routine.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children talk to adults on a one to one basis and some more confident children speak out in a familiar group. They are able to share their home experiences with each other. Children listen well and are able to recall and re-tell stories and join in with familiar songs. Children are able to recognise their own names, and the more able children are able to recognise what sound their name begins with. However children have limited opportunity to attempt writing skills in the daily routine.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children have developed a good understanding of shape and size in the environment and practical activities and are able to create symmetrical patterns. They sort blocks by size and learn that squares have four corners and four sides. They are able to match shapes to books and toys. Children are able to count up to ten, however more able children have limited opportunities to develop problem solving skills during the routine of the day.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are developing their cutting skills through planned activities. Children are able to talk to the group about significant events in their lives. Children learn about the lives of other people, by visiting the local library and post office and with visits from the fire service. There are ample opportunities for children to learn about cultures and beliefs of other people. Children are developing basic skills in the use of computers.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are able to move outdoors confidently and safely. They are able to copy and repeat actions doing 'the hokey cokey' song and pedal bikes confidently. They are able to stop and change direction safely, when riding bikes. Children have good opportunities to use large and small equipment. They are skillful in use of the climbing frame and slide.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children are able to explore colour, shape and textures in the environment. They have experience of using different materials during play, sand, water, and dough. Children respond well to music, by using their bodies to express themselves, they enjoy joining in with songs and imitating actions.

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

- extend the opportunities for children to practice their writing skills through daily planned activities
- improve the quality in resources which limits children's opportunity to write for a purpose
- extend the opportunities for the more able children to develop problem-solving skills during routines.

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.