



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 218443

DfES Number: 524303

INSPECTION DETAILS

Inspection Date	17/06/2004
Inspector Name	Valerie Thomas

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Ipstones Pre School Playgroup
Setting Address	Millennium Play Pavilion Church Lane, Ipstones Stoke-on-Trent Staffordshire ST10 2LD

REGISTERED PROVIDER DETAILS

Name	The Committee of Ipstones Pre-School Committee
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ORGANISATION DETAILS

Name	Ipstones Pre-School Committee
Address	Millenium Play Pavilion, Church Lane Ipstones Stoke-on-Trent Staffordshire ST10 2LD

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

Ipstones Pre-School Playgroup opened in 1975. It operates from one room within a purpose built building in the village of Ipstones. The group serves the local area.

There are currently 48 children from 2 to 5 years on roll. This includes 12 funded 3-year-olds and 4 funded 4-year-olds. Children attend for a variety of sessions.

The group opens five days a week during school term times. Sessions are from 08.45 until 15.45 Monday to Thursday and 08.45 until 11.45 on a Friday.

There is one full time staff, four part time staff and three regular volunteers who work with the children. All staff have early years qualifications to NVQ level 2 or 3. The setting receives support from a teacher/mentor from the early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Ipstones Pre-School Playgroup provides satisfactory care for children. The provision has suitable procedures in place to ensure staff have a consistent approach to their work. Regular committee and staff meetings are held and annual appraisals are completed. Staff are experienced and work well together. Most requirements for documentation are met. However, vetting procedures for committee members have not been implemented. The pre-school is well maintained and offers a welcoming environment for parents and children.

There are detailed safety policies for indoors and outdoors, giving clear guidelines to staff. Children are always supervised and staff monitor access to the group at all times. All areas are safe. Staff implement good health and hygiene procedures which help reduce the spread of infection. Staff work in partnership with parents to meet children's dietary and individual needs. They implement child protection procedures which are fully understood, although staff do not have knowledge of the new national child protection guidance.

Staff plan a varied range of interesting activities for children, although opportunities to develop physical skills can be limited during inclement weather. There is a good range of toys and equipment to help children progress in all areas and resources and discussion raise children's awareness of equal opportunities. Staff constantly talk to the children, encouraging them to play and learn through activities and meet their individual needs well. Most children behave well and respond positively to staff. There is an effective system in place to support children with special needs.

There is a positive partnership with parents and carers. Parents are informed of how the setting operates through newsletters, displays of activities, discussion and being part of the committee. However, procedures to inform parents of the policies are not always effective. Parents are encouraged to take part in their child's learning.

What has improved since the last inspection?

The pre-school has made good progress since the last inspection. It was agreed that a policy for lost and none collection of children would be implemented and persons responsible for behaviour management and child protection would be identified.

There are now defined procedures in the event of a child being lost or not collected. This ensures staff are clear on the course of action to be taken in the best interests of the child.

Staff have been identified for behaviour and child protection and have attended training in these areas. They are able to offer advice and support when needed and fully understand the correct procedures to follow. This enables staff to meet the children's needs.

What is being done well?

- There is a high level of qualified staff who work well together. They develop good relationships with children and use the key worker system well. As a result staff know and meet their children's individual needs effectively.
- Methods used to manage behaviour are good. Staff are consistent in their handling and set clear boundaries for children. They encourage children to share and take turns. Most children behave appropriately and play well together.
- The premises are warm and welcoming, well-maintained and offer a safe and secure environment for children. The environment is well organised and use of displays and equipment make it a stimulating atmosphere. Children are motivated to learn and enjoy their time at the pre-school.
- There is a good range of toys which are easily accessible to children. They choose what they want to play with and are very interested in their play. Most children show good concentration.

What needs to be improved?

- the vetting procedures for committee members
- opportunities for children to develop their physical skills during inclement weather
- the medication records, to ensure they are signed by parents to acknowledge the entry, that existing injuries are recorded to ensure confidentiality and that parents give written consent for staff to seek emergency medical advice or treatment
- documentation, the policies for complaints, behaviour and child protection to include all required details and procedures and ensure they are shared with parents, the implementation of a system for recording incidents of physical intervention and staff awareness of the new child protection guidance.

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
1	Complete vetting procedures for all committee members.	29/07/2004

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

Std	Recommendation
7	Ensure all medication records are signed by parents to acknowledge the entry and request written permission from parents for seeking emergency medical advice or treatment. Ensure records of existing injuries are recorded confidentially.
14	Ensure the complaints, behaviour and child protection policies include all required details and procedures and ensure these are shared with parents prior to admission. Develop staff awareness of the new guidance for child protection and implement a system for the recording of incidents of physical intervention.

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

How effective is the nursery education?

Ipstones Pre-School Playgroup offers generally good quality provision overall which helps children make generally good progress towards the early learning goals, with very good progress in personal, social and emotional development.

Teaching is generally good. Staff have a suitable knowledge of the Foundation Stage. They plan an interesting range of practical activities which help children learn, although opportunities for physical play can be limited. Staff management of behaviour is very good. They have high expectations and set clear boundaries. Activities are well managed and staff engage in children's play and conversations and encourage learning through appropriate questioning. However children are not extended at story time. There is a good range of equipment to support children's learning in all areas.

Staff use assessment records well to identify the progress children are making towards the early learning goals. Although there are currently no children with special educational needs attending the setting, there is an effective system in place to provide good support. The challenges set for children are generally good. However, staff do not always challenge children in areas of maths and literacy.

Leadership and management is generally good. The pre-school benefits from a clear management structure and a committed staff group. They work well together and constantly evaluate their practice through appraisals, monitoring and staff meetings. However, there are still some areas to be addressed. The group has attained accreditation from the Pre-School Learning Alliance.

The partnership with parents is generally good. Parents are involved in their child's learning through newsletters and ideas for activities they can do at home with their children. They help at the group on a rota basis and some are part of the committee. They are well informed of their child's progress, although procedures to inform parents of policies are not always effective.

What is being done well?

- High priority is given to developing children's self esteem by staff. They constantly give praise to children and make each child feel special. Children take turns to be a helper and take 'Scruffy the bear' home to share their experiences. As a result children are confident and motivated to learn.
- There are good opportunities for children to learn about the world they live in. They explore how they can use various modes of transport to get to their destination. They know the train travels along the track and the aeroplane flies in the sky. Children are learning that maps show how to get to destinations.

- Opportunities for children to express themselves freely are good. They paint, colour and have a varied range of role-play on a daily basis. Children use their imagination well as they buy tickets for the train journey and use the scanner to find out how much they cost.
- The staff have good relationships with children. They engage in their play and conversations and provide good individual support when it is needed. Staff talk to children about their home experiences on a regular basis, which children enjoy sharing.
- Behaviour is managed very well. Staff encourage children to negotiate with each other and to be polite to each other. Children say 'excuse me' to get past and ask if they can have a turn with the train. Children respond well and most behave appropriately.

What needs to be improved?

- the opportunities for children to use writing as a way of communicating, recognise rhythm and rhyme in the spoken word and for the more-able children to practise listening to the sounds of letters and the initial sounds in words
- increased opportunities for children to develop their gross motor skills, particularly during inclement weather
- the use of practical activities and routines to develop children's problem solving skills and understanding of quantity
- the challenge for children to develop their thinking and imagination during stories
- opportunities for children to observe change over time.

What has improved since the last inspection?

The pre-school has made generally good progress since the last inspection. There were four key issues identified; include opportunities for children to associate sounds with syllables, words and letters and provide appropriate support for children when writing their name to ensure correct use of upper and lower case letters, provide more activities for children to order and sequence and develop an awareness of number operations such as addition and subtraction, increase opportunities for children to see and handle living things and learn to treat them with care and develop the use of music and dance in the programme for creative development.

Good support is provided for children to practise writing their name, staff help younger children with the use of dot-to-dot letters using appropriate upper and lower case letters. Children have some opportunity to link sounds with letters and words with the use of flash cards, although this is limited. This will partly remain a key issue.

Children use compare bears to sort by colour and size and use pattern cards to

make sequences with the colours. Number rhymes are used to encourage children to count down and understand how many are left when one is taken away, but this learning is not extended through other activities and routines. It will partly remain a key issue.

The pre-school has visits from the 'zoo lab' where animals are brought in for the children to look at and touch. They learn how they are cared for through discussion.

Opportunities are now provided for children to listen and dance to musical tapes where they can express themselves freely. Children take part in 'Jabberjacks', a programme for children to develop physical skills and imitate actions to music.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are actively involved in their learning. They are confident, eager to learn and demonstrate good concentration in adult-focussed and self-initiated activities. They sit and listen well during singing and story times and are confident to share their home experiences. Relationships with adults and their peers are positive and most children behave well. They share and take turns, play well together and help each other to tidy away. Children manage their self care well.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident and fluent speakers and engage easily in conversations with each other and adults. They are able to express their needs and speak well during group activities. They learn to use new words like turquoise and 'gi-normous'. Children enjoy reading books and demonstrate good book handling skills. They are encouraged to recognise their name at snack time. They do not often make marks to communicate or listen to the sounds of letters or rhythm and rhyme in the spoken word.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children use and understand numbers for counting well. They count up to 10 confidently and match number to object, counting the trains on the track. They are learning to recognise numbers. Children demonstrate well that they understand shape and size well. They are able to find the red square and blue circle easily and know that adults are too big to fit into the train. They do not often develop their problem-solving skills and understanding of quantity during practical activities and routines.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have good opportunities to develop their understanding of technology. They are able to move the mouse to activate the programme and older children can click and drag the mouse. Children learn about different cultures through celebration of festivals and visiting the local church each month for their own special session. Children share their home experiences through discussion and looking at photos. They explore how things work, but have little opportunity to observe change over time.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children move confidently and safely. They are able to negotiate appropriate pathways around each other and equipment when accessing activities and at home time. Most children use one handed tools competently and show good control when painting, using scissors and using a knife and fork to cut their beef burger. They learn about their bodies through action songs and know why they need to wash their hands. Children do not often develop their gross motor skills during inclement weather.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children learn about colour well through practical activities. They know if they are wearing red or pink and choose and name colours well as they paint and draw. They explore texture through a wide range of media such as water, collage, corn flour and dough. They paint with feathers and potatoes to create different effects. Children regularly explore the sounds of musical instruments and join in well with familiar songs. They do not always develop their imagination and thinking during stories.

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 children's early literacy skills by providing increased opportunities for children to make marks to communicate in the role-play area, recognise rhythm and rhyme in the spoken word and for the more able children to listen to letters and the initial sounds in words
- provide increased opportunities for children to develop their gross motor skills, particularly during inclement weather
- plan more effectively to use activities and daily routines to develop and consolidate children's understanding of mathematics
- provide sufficient challenge during stories to encourage children to develop their thinking and imagination.

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.