



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 306012

DfES Number: 511964

INSPECTION DETAILS

Inspection Date 22/06/2004
Inspector Name Pauline Pinnegar

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Woodlands Playgroup
Setting Address Yarm Primary School
Spitalfields, Yarm
Stockton-on-Tees
TS15 9HF

REGISTERED PROVIDER DETAILS

Name The Committee of Woodlands Playgroup 516907

ORGANISATION DETAILS

Name Woodlands Playgroup
Address Yarm Primary School
Spitalfields, Yarm
Stockton-on-Tees
TS15 9HF

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

Woodlands Pre-School Playgroup is a committee run group and has been registered since 1992. It is located within the grounds of Yarm Primary school in the Yarm area of Stockton on Tees and serves the local and surrounding areas. The group operates from a portacabin single storey building with one large playroom, kitchen and toilet facilities. There is an enclosed outdoor play area. The group has sole use of the premises.

The playgroup is registered to provide full day care for 20 children aged between two and under five years old. There are currently 84 children on roll. This includes three funded three year olds. The group supports children with special needs (SEN) and there are procedures in place to support children who speak English as an additional language (ELA).

The playgroup opens five days a week school term time only 09:00 to 15:30. Children attend for a variety of sessions.

There are nine part-time members of staff working with the children four of whom have suitable qualifications and eight members of staff are working towards further childcare qualifications. The playgroup receives support from the local authority and Playgroup Network.

How good is the Day Care?

Woodlands Pre-school Playgroup provides good quality care for children. All staff work well together as a team to provide a warm and welcoming atmosphere for children, their parents and carers. The detailed operational plan is used to ensure that training and qualification requirements are met and that space and resources are used effectively to meet children's needs. Staff are committed to further training and to developing their practice.

Children's safety and welfare are given high priority. Through effective induction and

supervision, the setting ensures all staff have a good awareness of all policies. Policies and procedures are pro-active and promote children's welfare well. Good hygiene practices are in place to prevent the spread of infection and to raise children's awareness of personal hygiene. Children's behaviour throughout the group is very good and valued by all staff. This results in children developing a mutual respect for their peers. Warm and caring relationships have been established between the staff and the children. Children's individual needs are met well with good support provided for children with special needs. Staff have a good understanding of child protection.

A varied range of stimulating activities and play opportunities are provided which develop children's emotional, social and intellectual capabilities. Children have access to a good range of resources but resources and activities which reflect positive images of diversity are limited. Staffing arrangements, resources and environment are able to be adapted to help children take part in activities. Staff spend quality time interacting with children, fully supporting their play and helping them feel confident and secure.

Partnership with parents is good. Warm relationships have been fostered. There are effective systems in place for the sharing of information and parents receive clear details about policies and procedures. Most of the required documentation is in place.

What has improved since the last inspection?

All the actions raised at the last inspection have been completed. The manager and deputy have updated their training and are almost finished their level three qualification. The vetting procedure has been completed by all members of staff with evidence maintained on staff files. Written policies and records have improved and are now recorded accurately and policies all contain the necessary details. Clear written statements are in place for behaviour management, medication and child protection. All policies are understood by staff and the information is shared with parents. Partnership with parents has improved and most of the required consent forms are in place.

What is being done well?

- Trusting relationships have been built between the staff and the children. Staff help children develop confidence and self esteem through positive caring interactions.
- Children's behaviour is managed well by the staff. Positive behaviour is reinforced and children respond well to consistent handling. There is a strong emphasis on respect and consideration for others.
- Staff promote children's good health effectively with clear policies and procedures in place. They give priority to keeping children safe at all times with clear risk assessments in place.
- A warm and caring environment is provided for children. Space and

resources are used creatively to meet children's needs.

- Staff are committed to further training and developing their practice.

What needs to be improved?

- the provision for resources and activities which reflect positive images of diversity
- documentation, to ensure consent forms and medication records are completed with all parents.

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
9	Ensure that children have an appropriate range of activities and resources that promote equality of opportunity and anti-discriminatory practice.
14	Ensure the medication record is signed by all parents and parental consent is in place with all parents for the seeking of emergency treatment.

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

How effective is the nursery education?

Woodlands Playgroup offers a warm, happy and friendly environment where children make generally good progress towards the early learning goals. Children enjoy learning through a wide range of interesting and fun activities. Effective teaching helps children make very good progress in personal, social and emotional development, mathematical, physical and creative development. Children make generally good progress in communication, language and literacy and knowledge and understanding of the world.

The quality of teaching is generally good. Staff work well together as a team to plan and provide an interesting and stimulating curriculum enabling children to learn successfully. Planning covers all areas of learning however learning objectives are not clearly recorded. Staff provide a good balance of child initiated and adult directed activities which introduce children to new ideas and experiences. Staff's expectations of behaviour is high and as a result children behave very well. Staff assess children's achievements although they do not clearly reflect the progress made in relation to the early learning goals.

Leadership and management is generally good. The manager ensures staff have a clear understanding of their roles and responsibilities and all work well together as a team to improve the quality of care and education. Staff have access to guidance, support and relevant training. Regular staff meetings are held where training needs are identified however there is no formal appraisal system in place.

Partnership with parents and carers is generally good. Staff have developed a good relationship with parents and parents speak highly about the group and their approachable staff. Parents receive regular newsletters but they do not receive information regarding the foundation stage or the early learning goals. Parents are kept informed verbally of their child's achievements however formal opportunities to exchange information about children's progress is limited.

What is being done well?

- The relationship between staff and children is very good. This helps children feel safe, happy and confident.
- Staff give high priority to nurturing children's social, emotional and personal development. Children are caring, sociable and confident.
- Behaviour is managed well and children have a good understanding of what is right and wrong and are able to share and take turns fairly.
- Staff work well as a team to provide an interesting range of activities act as good role models and create a warm, happy friendly environment.

What needs to be improved?

- the planning and assessment process.
- the formal procedure for sharing information with parents regarding children's progress and achievements and of the foundation stage and early learning goals.
- the opportunities for children to develop their mark making skills and explore and use everyday technology.

What has improved since the last inspection?

The playgroup has made generally good progress in addressing the three key issues which followed their previous inspection.

Very good progress has been made regarding staff training all staff now attend regular training and information is shared at staff meetings. As a result this has increased all staff's knowledge and understanding of the foundation stage and early learning goals.

Generally good progress has been made towards activities consistently meeting objectives and for staff to record evaluations although learning objectives are not clearly recorded.

Generally good progress has been made in developing a system for recording children achievements and their progress however they do not accurately and clearly reflect progress in relation to the early learning goals.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children separate well from carers and relate well to staff. They settle quickly to tasks and show good skills of concentration and perseverance. Children are eager and keen to learn and show excitement and enjoyment. They are happy and content within the group and self esteem is encouraged effectively by staff. Behaviour is very good and children have established good relationships with peers and adults.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are developing good speaking and listening skills and respond well to adult instructions and requests. They are developing good skills linking sounds and letters. Children participate enthusiastically in singing and are confident talkers. They are beginning to understand print carries meaning and are able to recognise their own names. There are few opportunities for children to develop their mark making skills.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are beginning to show an interest in numbers and counting and can count reliably up to six and recognise the written number. They correctly name shapes and are beginning to show an awareness in similarities in shapes in the environment and in size. Children are beginning to develop an awareness of addition and subtraction.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are beginning to learn about features of living things and their surroundings through planned activities such as growing, birds and the seaside. They are beginning to investigate construction materials and use tools for a purpose. Children are gaining an awareness of their own culture. Children receive insufficient opportunities to use and explore everyday technology.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children use a variety of tools and materials confidently and with increasing control and are developing good hand and eye co - ordination. They are developing a good sense of space and are beginning to show respect for other children's personal space. Children manoeuvre with skill both indoors and outdoors and move confidently using large equipment and negotiate obstacles.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children investigate sand and water and experiment using a range of equipment. They receive opportunities to explore texture, colour and other media. Children sing enthusiastically and use musical instruments to accompany themselves and are developing a good repertoire of songs. They are beginning to use their imagination in art and design and role play.

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

- develop the planning and assessment procedures to ensure learning objectives are clear and
- develop a manageable system for making regular assessments about children's progress and achievements in relation to the early learning goals and share this information with parents
- improve information for parents to provide good quality information about the foundation stage and early learning goals.
- provide additional opportunities for children to develop their mark making skills and explore and use everyday technology.

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.