



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 206894

DfES Number: 585540

INSPECTION DETAILS

Inspection Date	09/03/2005
Inspector Name	Geneen Yvonne Hulse

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Turnditch Playgroup
Setting Address	Crompton Inglefield Village Hall, Ashbourne Road Turnditch Belper Derbyshire DE56 2LL

REGISTERED PROVIDER DETAILS

Name	Turnditch Playgroup 1030238
------	-----------------------------

ORGANISATION DETAILS

Name	Turnditch Playgroup
Address	Crompton Inglefield Village Hall, Ashbourne Road Turnditch Belper Derbyshire DE56 2LL

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

Turnditch and District Playgroup is a community playgroup which opened in 1970.

It is accommodated in Crompton Inglefield Hall in Turnditch nr Belper in Derbyshire. The playgroup offers child care to children from the local community. It provides sessional day care for up to 24 children aged from two to five years, Tuesday and Friday 09:15 - 11:45 , Wednesday 09:00 - 13:00, term time only.

There is a large hall with all appropriate facilities including access to toilets, kitchen and storage space.

They are currently caring for 23 children, of these 18 are in receipt of nursery education funding.

The playgroup has four staff working on a part time basis, who all hold a recognised early years qualification.

The setting receives support from the Early Years Development Officer and the Pre-school Learning Alliance.

How good is the Day Care?

Turnditch Playgroup offers good quality care for children. They meet the National Standards in all areas of their work. Children are able to explore and are starting to develop independent skills, however they could be offered additional opportunities to further extend their independence in particular at snack time. Staff follow the children's lead, allowing them to make choices from a wide range of age appropriate activities and use of photographic evidence to support the service currently offered. Staff provide good role models using praise and encouragement to promote good social skills and respect for each other, establishing very good relationships with the children.

Parents contributions are welcomed and valued. They receive good information about the setting and are offered regular informal opportunities to share information,

discuss concerns and contribute to their child's experiences. They are able to see their children's work displayed around the setting and are involved in daily practice through parent helper roles.

Staff demonstrate a high level of safety awareness and good practice and talk to the children about keeping safe. Established procedures are reflected in daily practice that promotes good hygiene. Children's behaviour is good, they are valued and supported in their play.

There are well organised systems in place to support the effective management and organisation of the playgroup, with a comprehensive range of policies and procedures that support daily routines and the promotion of good practice. The staff team work well together and share a commitment to personal and team training and the development of a quality service. They should continue to keep updated on new legislation regarding child protection issues.

What has improved since the last inspection?

not applicable

What is being done well?

- Staff interact well with the children in a warm and caring setting, offering them a stimulating environment where they can play, explore and undertake new skills. Children are able to access a wide range of age appropriate activities.
- Staff know the children well and help them to be confident, build good relationships and have fun learning through play. They offer good role models to promote acceptable behaviour, offering praise and encouragement to promote the children's self esteem and support them to develop their full potential.
- Systems are in place to ensure that parents contribute to their child's experiences and their comments and views are valued. Staff demonstrate a high commitment to good practice, personal development and provision of quality service.

What needs to be improved?

- the use of additional opportunities for older and more able children to develop independent skills particularly at snack time
- the staff's knowledge and understanding of child protection procedures and access to training.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

no complaints to report

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
--

<i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i>

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
8	Consider providing more opportunities for children to develop their independent skills at snack time.
13	Ensure that staff continue to access training and keep updated on new legislation and child protection issues.

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

How effective is the nursery education?

Turnditch Playgroup offers generally good provision overall. The setting offers a warm and welcoming environment where children settle well. Children are offered an extensive range of opportunities and make generally good progress towards the early learning goals in communication, language and literacy and mathematical development. They make very good progress in knowledge and understanding of the world, physical, creative, personal, social and emotional development.

The quality of teaching is generally good. Staff demonstrate a good understanding of early learning goals. Observations and evaluations are used to identify where children are at and the success of activities and staff are in the process of developing new assessment systems that will provide an overview of the children's development. Staff offer children a wide range of challenging, and stimulating activities, although older and more able children are not always able to further practice and progress number and written skills using practical everyday activities. Children's behaviour is very good, they build very good relationships and interact well together. Children express their ideas and thoughts well and are able to develop their exploration skills

Leadership and management is generally good. Staff understand their roles and responsibilities and demonstrate an ongoing commitment to training and development. They identify and access a variety of training opportunities to develop and support their personal and team expertise. The setting works well with their development worker to assess and evaluate progress.

Partnership with parents is very good. They are well informed about the setting and demonstrate satisfaction with the provision. Parents are actively encouraged to share knowledge of their children and contribute to life of the group as rota helpers. Staff should continue to develop more opportunities for parents to share information and discuss their children's progress.

What is being done well?

- Staff encourage children to be confident, sensitive and show respect for others and this results in the children being co-operative, taking turns and listening to each other.
- Children develop good social skills, interacting warmly with adults and children alike and establish good relationships.
- Partnership with parents is generally good. Communication systems are in place to ensure parents are kept informed and their contributions valued. Parents are involved in the daily running of the group and are able to see how the setting operates as rota helpers.

What needs to be improved?

- the provision of additional opportunities for older and more able children to practice recording number and use of the written word in practical everyday activities
- the continued development of planning and assessment systems to ensure they provide an overview of children's development and achievements.
- the development of additional opportunities for parents to share and discuss their children's progress.

What has improved since the last inspection?

Generally good progress has been made since the last inspection. Staff are in the process of developing children's records to link with early learning goals and show the children's rate of development. Staff have started to identify the needs of older and more able chd and use small group time to challenge and extend their learning. The setting manager has been identified as SENCO and ensures that all staff are familiar with and attend training opportunities for working with children with special educational needs. Children's work is very attractively displayed. Staff use mobile display boards and interest tables for children to bring things from home to share with the group.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are very confident, interested and motivated, initiating and progressing their own play. They build very good relationships, express themselves and welcome visitors with confidence. Children concentrate very well for long periods to complete tasks, are sensitive to the needs of others, forming very good friendships and having fun. Behaviour is good, they understand and respect boundaries, demonstrate a very good awareness of their surroundings and confidently sharing home experiences.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident talkers, listening to others and using responses to progress their thinking. They ask questions and develop new language skills. They are developing their competency in using the written word, making marks and attempting to write their names, however they do not use practical activities to practice and progress their writing skills. Children show enjoyment in looking at books, listening to and joining in with familiar storylines to predict their endings.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children enjoy and are developing an interest in number, shape and mathematical language. They are able to recognise and count as part of planned activities, such as baking and lotto games, however older children are not always able to extend their understanding, record and practice use of numbers in everyday routines. Children are able to use many experiences to learn about number, shape, size and problems solving playing number games, completing jigsaws and sequencing using compare bears.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are very curious, enthusiastic and are starting to develop an understanding and awareness of their own environment and the wider world. They are starting to explore, investigate and work together to construct simple and complex models using many resources. They are able to extend and recall their own ideas and experiences, talking about family events and where they live. Children demonstrate an understanding of other cultures, sharing and celebrating differences and home experiences.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
------------	-----------

Children move around confidently indoors, showing good self control, negotiating obstacles and are spatially aware. They use their bodies well and enjoy running, jumping and balancing and demonstrate their understanding in following basic personal hygiene routines. Children are able to handle large and small equipment, developing safe use and increasing control. They shape pizza dough and add fillings to make an end product. They enjoy acting out and playing parachute games with enthusiasm.

CREATIVE DEVELOPMENT

Judgement:	Very Good
------------	-----------

Children explore colour, shape and texture and are able to express themselves well using their imagination and creativity using a wide variety of art materials. They initiate role play scenarios and use their imagination to follow simple storylines with animals in the zoo and in the home corner. They use paint, sand, play dough and art materials to express their creativity and progress and extend their ideas. They enjoy singing and confidently join in with familiar songs and ring games.

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

- Key issues
- develop additional opportunities for older and more able children to practice recording number and use of the written word in practical everyday activities
- continue to develop planning and assessment systems to ensure they provide an overview of children's development and achievements.
- offer additional opportunities for parents to share and discuss their children's progress.

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.