



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 321588

DfES Number: 519495

INSPECTION DETAILS

Inspection Date 24/11/2003
Inspector Name Christine Tipple

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Orchard Park Playgroup
Setting Address Badger Paddock
Huntington
York
North Yorkshire
YO31 9EH

REGISTERED PROVIDER DETAILS

Name Orchard Park Playgroup 1037408

ORGANISATION DETAILS

Name Orchard Park Playgroup
Address Badger Paddock
Huntington
York
North Yorkshire
YO31 9EH

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

Orchard Park Playgroup opened in 1967. It operates from the main hall in Huntington Community Centre in the village, which is north of York, the playgroup serves the local community of Huntington.

There are currently forty children on the register. This includes nineteen funded three year olds and six funded four years olds. Children attend for a variety of sessions. There are no children attending with special needs or have English as an additional language.

The playgroup opens Monday to Friday, 09:15 to 11:45, and on a Monday and Wednesday for the lunch club which runs from 11:45 to 12:45. The playgroup provides a session for the younger children on a Thursday 13:30 to 15:00. The playgroup operates term time only.

There are six part and full time staff employed. Three have early years qualifications. One staff member is currently on a training course. The playgroup receives support from the Early Years Development and Childcare Partnership. They are also members of the Pre-school Learning Alliance.

How good is the Day Care?

Orchard Park Playgroup offers satisfactory care for the children. Staff promote a welcoming and relaxed environment which enables the children to feel safe and secure. There is a good level of health and safety practices both indoors and out, which are supported with effective health and safety policies. Children are settled and have good relationships with the staff who manage their behaviour very well.

There is a satisfactory selection of toys and resources provided which support the children's development through play. Planning is in place which provides a balance of activities for the children. However some resources need to be more accessible to provide the children with more selection and choices.

Staff are supported in attending training, there are regular staff meetings, and individual supervision and appraisals established. The playgroup operates a key worker system, which offers a consistent approach for both parents and the children.

Information for parents is good, they are provided with a registration pack, newsletters and the playgroups operational plan covers all their policies and procedures. However the process to record an incident needs to be reviewed, and parents access to their children's records. Parents are invited to be part of the management committee.

What has improved since the last inspection?

At the last inspection the provider agreed to make improvements to, staff qualifications, attendance register and visitors log, checks on electrical equipment, safety procedures for outings, documentation in relation to medication, and a record of incidents.

They also agreed to establish a complaints procedure, and a child protection policy.

All of the actions have been addressed, but the recording of incidents needs to be reviewed. Staff have a greater understanding in the development and implementation of policies and procedures, and their self development through training and qualifications.

What is being done well?

- Staff promote a caring and supportive environment for the children which reflects their individual needs. The playgroups operational plan provides good information on their policies and practice. Staff work well as a team, they are supported to attend training and there are systems in place for individual supervision and appraisals.
- There is a selection of toys and resources that provide the children with activities which give them variety and enhance their learning through play. The outside area is enclosed and is used solely by playgroup, which extends the children's physical play.
- Staff manage the children's behaviour in a caring and consistent way and provide positive role models, children are encouraged to share, clear away and take turns.
- Partnership with parents is good and they are able to be part of the groups management committee, and be involved with fund raising to develop the resources provided. Information is displayed, which includes the groups policies and procedures, and there are regular newsletters and details of activities provided for the children.

What needs to be improved?

- the development of access for the children to resources and equipment
- the recording and purpose of the incident log
- the extending of information for parents in relation to their children's progress.

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
6	Ensure that the thorned bush in the outside play area is made safe or inaccessible to the children.
5	Provide more opportunities for the children to self select resources, and to promote choices in their selection.
6	Ensure the radiators are made safe to prevent harm to the children.
11	Keep a sufficiently detailed record of significant issues and share this with parents.
12	Provide opportunities for parents to receive regular information on their children's progress.

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

How effective is the nursery education?

Orchard Park Playgroup offers a welcoming environment for the children, they settle well and make generally good progress towards the early learning goals. They make very good progress in their personal social and emotional development. In their communication language and literacy, knowledge and understanding of the world and mathematical ,creative and physical development they make generally good progress.

The quality of teaching is generally good. Staff have an understanding of the early learning goals. They provide an interesting curriculum for the children. Planning is generally good. However the planning of the session limits opportunities for both three and four-year olds to extend their activities and learning, their access to resources to provide more independence in self selection and choice, particularly in mathematical and creative development, knowledge and understanding of the world and communication language and literacy. The development of the medium and short term plans to link with the early learning goals.

Assessments are completed by the child's key worker. These identify children's learning and used to inform future planning.

Staff manage the children's behaviour very well, they have positive relationships with the children. They are managed in a calm, consistent way. Children are supported and encouraged in their activities.

Leadership and management of the playgroup is generally good. Staff are supported to attend training and team meetings. There is an appraisal and supervision programme established for staff's self development.

Partnership with parents is good. They are provided with information relating to all areas of the playgroups practice and provision. Parents are able to be part of the management committee. They are able to have daily contact with their child's key worker, however there is no system in place for parents to access their children's records and progress on a regular basis.

What is being done well?

- In children's personal social and emotional development the children are able to form good relationships with adults and each other. They work well in groups and in one to one situations. Behaviour is managed very well by the staff in a consistent and supportive way.
- Staff plan and provide a variety of activities for both the three and four year old children, to enable them to develop their knowledge and understanding in counting, use and recognition of numbers. Children are encouraged in using language, to communicate with each other and adults, and to develop their

writing skills and letter recognition.

- Leadership and management of the playgroup is supportive and there is effective team work, which ensures the ongoing commitment to the development of the provision.

What needs to be improved?

- the planning of the session to enable the children to have more opportunities to extend their learning. To access resources more effectively, which develop independence in mathematical and creative development, communication language and literacy and knowledge and understanding of the world.
- the linking of the early learning goals to the medium and short term plans.
- the development of opportunities for parents to access their children's records and contribute to this process.

What has improved since the last inspection?

The setting has made generally good progress since the last inspection. Staff have attended training on the early learning goals and the planning covers long, medium and short term, and relates to the early learning goals, although more details are required in the medium and short term plans.

A key worker system has been set up and the children are grouped accordingly.

Individual children's records are now established and are used to inform future planning for their ongoing progress.

Staff training needs are highlighted through staff appraisals and regular supervision.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

The children are relaxed and happy. They are interested in the activities provided, which supports their learning. They work well in groups and on their own, they are developing independence on some areas of their personal care and in selecting resources. Staff interact positively with the children, their behaviour is managed in a consistent and supportive way.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

The children interact well with each other and adults. They use language to imagine and recreate roles and experiences. Children have access to resources to mark make and staff promote the linking of sounds to letters. Books are available to use for free selection and as a resource. However the planning of the session needs to provide extended opportunities to resources and activities for both three and four year olds.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are provided with resources and activities that support the children's learning in numbers, size and shape. Children are able to use every day words to describe position, and the start of using subtraction and addition in their activities, as well as counting to ten and beyond for the four year olds and some more able three year olds. The planning needs to provide more time for activities that extend the children's mathematical development.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have opportunities to explore and investigate their surroundings, mini beasts, the seasons, and using their senses in a variety of activities. There is some access to programmable toys, and they are able to construct with a variety of resources. Children talk about their lives and families, and past and present events. However more choices are needed to extend the children's learning.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are confident in moving about and negotiating their surroundings. They are supported to eat healthily, and in their personal hygiene. There is access to a variety of tools for the children's fine motor skills i.e. threading, cutting, pencil and brush control. The outside play area provides the children with resources for larger equipment, and for more physical activities.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children can express their ideas through a range of mediums, collage, painting, model making, using clay and dough and in music and movement. They engage in imaginative play based on their own experiences, and play co-operatively as part of a group in acting out a story i.e. puppet show. However the children need more time and opportunities to select a wider selection of resources.	
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

- evaluate and improve the organisation of the session to enable both three and four-year olds to develop their learning experiences and independent access to resources, particularly in mathematical and creative development and communication language and literacy, knowledge and understanding of the world.
- ensure the medium and short term plans link to the early learning goals.
- improve the access for parents to their children's records, and how it links to the early learning goals.

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.