



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 130762

DfES Number: 582348

INSPECTION DETAILS

Inspection Date	09/07/2004
Inspector Name	Christine McNally

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Preston Park Playgroup
Setting Address	St Marys Church Hall 6 Surrenden Road Brighton East Sussex BN1 6PA

REGISTERED PROVIDER DETAILS

Name	The Committee of Preston Park Playgroup 252878
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ORGANISATION DETAILS

Name	Preston Park Playgroup
Address	St. Marys Church Hall 6 Surrenden Road Brighton East Sussex BN1 6PA

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

Preston Park Playgroup is a well established committee run group which is attached to St Mary's Church in the Preston park area of Brighton. It is open from 09:15 to 12:00 Monday to Friday during term time only. There are currently 36 children on roll who attend a variety of sessions, including 7 funded three-year-olds and 18 funded four-year-olds. The playgroup has experience of caring for children identified as having special educational needs and for those for whom English is an additional language.

Children have use of the main church hall and an enclosed outside play area. The children attending are representative of the local community. There are five members of staff all of whom hold a recognised childcare qualification, two have qualified teacher status and two others are qualified to level three.

The group receives support from the local Early Years Childcare and Development Partnership and is a member of the Pre-school Learning Alliance.

How good is the Day Care?

The standard and quality of care at Preston Park Playgroup is good. The playgroup is well organised and staff work well together as a team. There is an effective operational plan in place which guides the staff team in their daily practice. They provide a warm, child friendly environment where children are happy and settled. All the relevant paperwork is in place and while it is well maintained one policy needs up dating. Staff demonstrate a sound understanding of health and hygiene issues, there are good safety measures in place and children are safe and well cared for.

Staff form warm, caring relationships with the children who are happy and confident to try new experiences. They plan and provide a wide range of worthwhile, interesting and stimulating activities and children are well motivated to learn. The playgroup organises the space and resources well, and while children enjoy choosing from the activities provided they have limited opportunities to choose for themselves the resources available.

There is an effective partnership with parents and good links are forged between the playgroup and home. They are provided with useful information in the prospectus, and on the notice board, about the playgroup. The regular exchange of information on children's progress ensures that their individual needs are well met.

What has improved since the last inspection?

At the last inspection the playgroup agreed to update their operational plan to include procedures to be followed in the event of a child being lost or a parent failing to collect a child. The procedure to be followed is now included within the operational plan and staff demonstrate a good understanding of it, ensuring children are safe.

What is being done well?

- Staff form warm, caring relationships with the children, and know them well. They spend a lot of time talking and playing with them. Children are happy at the playgroup, they relate well to each other and to the adults present.
- Children enjoy a stimulating and interesting range of activities and topics which build on their interests and they are making good progress in all areas of development.
- The playgroup creates an environment that encourages good behaviour and staff are confident in their management of this. Children respond well to the consistent praise and encouragement. They readily take part in activities, help to tidy away resources and are well behaved.
- Staff give good support to the children in their chosen activities, they question them effectively and provide ever increasing challenges. Children willingly attempt new experiences and are well motivated to learn.

What needs to be improved?

- opportunities for children to choose the resources available
- the child protection policy.

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
5	Provide opportunities for children to be involved in deciding what resources are available each day.
13	Update the child protection policy to include procedures to be followed should an allegation be made against a member of staff.

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

How effective is the nursery education?

The provision for funded education at Preston Park Playgroup is acceptable and is of high quality. Children are making very good progress towards the early learning goals in all six areas of learning.

The quality of teaching is very good. Staff have a clear understanding of the stepping stones and the early learning goals and this is reflected in the planning. They plan an interesting and stimulating range of activities and understand what children learn from them. Staff provide good support and question children effectively, encouraging them to think for themselves. They have high expectations of children's behaviour and they set realistic boundaries and understand the importance of praise and encouragement in promoting good behaviour. Activities are presented in an enthusiastic manner, they are interesting and fun and children are keen to participate. Resources are of good quality and are well organised to support children's learning.

The playgroup has an effective system in place that enables them to record children's progress towards the early learning goals. The information gathered is continually evaluated and used well to plan for the children's next stage in learning.

The leadership and management is very good. The committee and staff have a good understanding of their differing roles and responsibilities. The educational programme is regularly evaluated and the whole staff team are committed to continual improvement.

The partnership with parents and carers is very good. They are provided with useful information on the playgroup and the educational programme. There are formal and informal systems in place to discuss children's achievements. Staff are friendly and approachable and always make themselves available to discuss individual progress. Parents are encouraged to be involved in the playgroup and to contribute to their child's records.

What is being done well?

- Children's personal, social and emotional development is given good priority. Children are happy, confident and interested in the activities offered. They are developing good self-esteem, an awareness of others needs and they share and take turns well.
- Children's skills in the area of communication, language and literacy are very well developed. They are confident speakers, enjoy books and understand that writing can be used for different purposes. Some children can write their own names and are beginning to form letters correctly.
- Staff's understanding of the Foundation Stage and how children learn is

reflected in the planning and in the good support given throughout the sessions. Children are eager to participate in activities, suitably challenged and well motivated to learn.

- Relationships between the staff, children and their parents are good. These help children develop confidence and support all aspects of their learning.

What needs to be improved?

- opportunities for children to further develop their personal independence.

What has improved since the last inspection?

The playgroup has made very good progress in addressing the key issues raised at the last inspection. The planning has been further developed and there are now more effective links between the daily plans and the medium term planning. The evaluation of the activities provides clear evidence of children's achievements; this helps with the planning for the next stage in children's learning and contributes to the medium term plans. A new system for assessing children's progress towards the early learning goals has been introduced. Staff continually monitor and evaluate children's progress and the information gathered is used well to inform the planning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are happy, confident and are developing an awareness of their own and others needs. They form good relationships with other children and adults; they show concern for each other, share resources and take turns. They are developing their own personal independence, although occasionally opportunities are missed to further develop it. Staff value their work and contributions and they respond positively to the enthusiastically presented activities and are well motivated to learn.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children are confident speakers, they listen well at story time and to instructions. They enjoy books and often 'read' to themselves. Practical activities such as writing shopping lists and telephone messages help children understand writing for different purposes. Children recognise their first names they attempt to write for themselves and staff give good support to help them form the letters correctly. They are encouraged to notice sounds of letters and rhyme in stories and poems.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children count confidently to 10 and beyond, they are encouraged to notice numbers in their play. Good use is made of everyday activities to encourage problem solving for example, as they play in the shop they develop an understanding of simple number operations such as adding together and taking away. Good opportunities are provided to weigh, measure and compare using a variety of resources such as, sand and water play. They use mathematical language to compare size and recognise shape.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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An interesting range of topics, and practical activities, arouses children's natural curiosity and develops their exploration and investigation skills. Children learn about everyday technology as they use for example, calculators in their play. They use their own ideas to make things by building and joining. They are consistently encouraged to talk about past and present events. They are developing an awareness of their own and other cultures through a range of resources and planned activities.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move with confidence showing a good awareness of space and others, in both the indoor and outdoor space, and enjoy regular access to the climbing frame. Staff are on hand to support and develop new skills, for example as they encourage children to throw the hoop onto the target from an increasing distance. They learn about health and bodily awareness through topics and planned activities. Children are learning to handle tools such as pencils, brushes and scissors with increasing skill.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children's creative development is very well supported by the stimulating range of resources and activities provided. They enjoy worthwhile opportunities to explore texture and three dimensional space when making collages and creating models. They learn about rhythm as they sing and play with musical instruments. They enjoy the regular access to sand and water play. The good use of the imaginative play areas allows children to express themselves in meaningful role-play activities.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- offer more opportunities for children to further develop their personal independence, for example, pouring their own drinks at snack time.

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.