



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 219877

DfES Number: 522745

INSPECTION DETAILS

Inspection Date 10/11/2003
Inspector Name Jill Hunn

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Barby Playgroup
Setting Address The Village Hall
Kilsby Road, Barby
Rugby
Warwickshire
CV23 8TT

REGISTERED PROVIDER DETAILS

Name Barby Pre School 1037947

ORGANISATION DETAILS

Name Barby Pre School
Address The Village Hall
Kilsby Road
Barby, Rugby
Warwickshire
CV23 8TT

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

Barby Playgroup opened in January 1992. It operates from the village hall in the centre of the village. The playgroup serves the local area.

There are currently 13 children on roll. This includes seven funded three-year-olds and one funded four-year-old. Children attend for a variety of sessions. There are no children currently attending with special educational needs or who speak English as an additional language.

The playgroup opens three days a week during school term times. Sessions are from 9:15 to 12:45 on Mondays and from 9:15 to 11:45 on Wednesdays and Fridays.

A total of six staff work with the children. Two members of staff have a level three early years qualification. Two staff are currently working towards a recognised early years qualification. The setting receives support from the Northamptonshire Early Years Development and Childcare Partnership and is an accredited member of the Pre-School Learning Alliance.

How good is the Day Care?

Barby Playgroup provides satisfactory care for children. The premises are very clean and welcoming. Space and resources are organised effectively. The committee have a clear operational plan which explains to staff and parents how the group runs. Generally, the documentation is sufficiently detailed.

The friendly and caring staff develop good relationships with the children. There are clear routines to the sessions, which helps children feel secure and they behave well. Staff are aware of potential safety hazards both inside the hall and on outings. Most areas relating to hygiene and fire safety are satisfactory.

A broad range of worthwhile activities are planned which stimulate the children well. These include opportunities for children to learn about and appreciate diversity.

The playgroup develops positive relationships with parents. The committee and staff

provide a range of useful information so that parents can support children in their learning at home. Parents are involved in the life of the playgroup by helping out at sessions and attending events.

What has improved since the last inspection?

At the last inspection, the committee agreed to develop an action plan to show how staff qualifications will be met. This has been implemented and two members of staff are currently working towards a National Vocational Qualification in childcare at level 2, adding to the skill base for the care and development of the children.

What is being done well?

- The operational plan is comprehensive and clear. Aims of the setting are identified, and written policies are reviewed annually. This ensures that staff have a consistent approach to their work.
- The range of resources and activities reflects diversity. A wide range of interesting books and toys are used which reflect non-stereotypical roles, varying cultures, religions and disability. The programme of activities includes opportunities for children to learn about other cultures and beliefs. As a result, children appreciate and value the similarities and differences in other people.
- The management of children's behaviour. Staff consistently encourage children and set them realistic boundaries. Consequently, children learn what is expected of them and behave well.
- The range of information for parents. A variety of written information and publications are available to inform parents. A home learning scheme is in place which enables parents to support children's learning at home.

What needs to be improved?

- details in the attendance record and the child protection statement
- the frequency of fire drills
- the storage arrangements for packed lunches.

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
2	Make sure that the system for registering attendance includes times of arrival and departure of children and staff.
6	Increase the frequency of fire drills.
7	Seek and follow any recommendations made by the Environmental Health Officer about the storage of packed lunches.
13	Make sure that the child protection statement includes contact names and telephone numbers for the local police and social services department, and full details of the procedures to be followed in the event of an allegation against a member of staff or volunteer.

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

How effective is the nursery education?

Children attending Barby Playgroup are making generally good progress towards the early learning goals.

The quality of teaching is generally good. Senior staff have a good understanding of the Foundation Stage, but this is not consistent amongst the whole staff group. Plans are based on the six areas of learning and are evaluated. However, clear learning intentions are not always identified. Staff provide a stimulating environment which enables children to progress. However, opportunities for children to develop some aspects of their mathematical understanding are limited. Staff are friendly and caring. They generally make good use of carefully framed questions to develop children's thinking skills. However, they do not always take account of interests and events that occur to extend children's learning. Opportunities are missed to promote the benefits of good health. Staff encourage and praise children, setting clear guidelines. Consequently, children learn what is expected of them and behave well. Staff work well together as a team and resources are organised so that children can move freely and extend their play. There is an effective system of observation and assessment, although this is not used to plan the next steps for individual children.

The partnership with parents is very good, enabling children's learning to be supported at home. There is a variety of good quality information to advise parents about the Foundation Stage and how the playgroup operates. Staff are available at each session to discuss children's progress.

The leadership and management of the playgroup is generally good. The supportive committee have appropriate systems in place for recruitment, induction and appraisal. The staff regularly review their practice and take advice from the advisory teacher from the Northamptonshire Early Years Development and Childcare Partnership.

What is being done well?

- The development of relationships to promote social competence. Children co-operate and learn to share. They queue and wait for their turn to use the trampoline and ask if they can now be the 'café lady' during role play. Older children help others by turning over pages when sharing books and by holding their crayon when they go to wash their hands.
- Opportunities for children to develop their early reading and early writing skills. Staff plan the environment to reflect the importance of language through signs, notices and books. Children are able to select from a range of readily available fiction and factual books. They practice mark making and write in a variety of role play situations.
- The range of activities reflecting diversity. The curriculum includes

opportunities for children to learn about other cultures, languages and beliefs. As a result children learn to respect and value differences in other people.

What needs to be improved?

- opportunities for children to develop their mathematical understanding during practical activities and the level of mathematical challenge for more able children
- opportunities for children to learn about the benefits of being healthy and active
- planning, by ensuring that observations and assessments are used to plan the next steps for individual children.

What has improved since the last inspection?

The playgroup has made generally good progress since the last inspection and most key issues have been effectively addressed. Opportunities for children to write their names with the correct use of upper and lower case letters has increased and children are assisted appropriately in their developing early writing and early reading skills. Story time has been re-organised so that it is more flexible and children's interest is more effectively sustained. Spontaneous counting occurs regularly and children are developing their skills and interest in number. However, opportunities for sequencing, comparison & for more able children to solve simple mathematical problems are still limited.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children confidently choose and take part in activities in small and large groups. They develop good relationships with staff and peers, learn to co-operate with each other and begin to share. Older children assist each other in activities. Children respond to clear guidelines and learn what is expected of them. Children are developing independence, but do not utilise newly acquired skills to operate independently at snack time, lunch time and when visiting the toilet.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children speak confidently to each other and to adults. They listen attentively at group time, respond to questions and link language to physical movement. Children are developing their early reading and writing skills. They recognise their names from cards and older children are able to identify letters and attach sounds to these. Children share a variety of fiction and factual books. They make marks during role play. Older children write some letters of their name or their whole name.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are developing an interest in number. Younger children begin counting to ten and four-year-olds count beyond this. However, more able children are not sufficiently challenged to extend their skills by solving simple problems. Children are beginning to recognise and use the names of some shapes, such as star, triangle and circle. They develop an awareness of measuring during cooking activities, but use of language to describe position, patterns and compare shapes is limited.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children develop their knowledge, skills and understanding that help them make sense of the world through a series of interesting visits and well planned activities. They investigate why things happen using a range of resources that stimulate their curiosity. They learn about growth by gardening and older children understand change, for example when a butterfly emerges from a cocoon. Children talk about past and present events and gain an awareness of other cultures.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move confidently. They show an awareness and respect for others' personal space during activities and when moving around the premises. Children successfully use a variety of tools and equipment to develop and challenge their fine and gross motor skills. There are insufficient opportunities for children to learn about the benefits of being healthy and active.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children explore and express their creativity using a variety of interesting materials and activities. They experiment in two and three dimensions and investigate with mixing colours. Children are able to make connections in their learning through a range of role play situations, for example, they order meals at the café, play with the model African village and act out digging up a potato. Opportunities for children to communicate their own ideas and express their feelings are limited.

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

- make sure that plans are adjusted to take account of children's individual needs;
- encourage children to develop the use of language to describe patterns, position and compare shape to consolidate mathematical concepts;
- provide further challenge for older and more able children by developing their mathematical skills to solve simple problems.

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.