



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 134447

DfES Number: 519240

INSPECTION DETAILS

Inspection Date 07/02/2005
Inspector Name Jan Leo

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Aston & Cote Playgroup
Setting Address Church Lane
Aston
Bampton
Oxfordshire
OX18 2DU

REGISTERED PROVIDER DETAILS

Name The Committee of Aston & Cote Playgroup

ORGANISATION DETAILS

Name Aston & Cote Playgroup
Address Cote Road
Aston
Bampton
Oxfordshire
OX18 2DU

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

Aston and Cote playgroup registered in 1973 and is located in the rural village of Aston. It is approximately 6 miles south of Witney, and 18 miles from Oxford. It is a committee run group, which operates, from its own building set within the grounds of the local primary school. There is a fenced outdoor area for outside play, which overlooks the churchyard and the school playground.

The group is registered for a maximum of 26 children aged 2 to under 5 years. It runs from 09.00 until 11.45 each weekday during term time only. On Tuesdays, the group takes in mainly rising 5's and links are made with the primary school. There are currently 30 children on the roll and all are in receipt of nursery education funding. None of the children have special needs or English as an additional language.

Four staff are employed to work with the children on a sessional basis, with three staff and a parent helper present each morning. Three of the staff hold a nationally recognised qualification in childcare.

How good is the Day Care?

Aston and Cote Playgroup provide satisfactory care for children. The staff are well qualified and/or experienced and they are continuing with training to help raise standards. The documentation clearly defines both staff and committee responsibilities but there are no formal procedures for inducting and appraising staff. Some records need more detail, and the committee does not implement the vetting procedure promptly. Staff organise space well to provide a good overview of children at play, and promote social interaction. They provide an interesting range of resources which children access freely to develop their own play ideas.

Staff follow well thought out safety precautions to keep children safe on outings, and are pro-active in teaching children good practice regarding hygiene. Children receive healthy snacks and are encouraged to try new flavours, linked to themes and topic

work, to broaden their experiences. Accident records are not confidential, security is lacking, and risk assessments are not used to full effect. Staff are aware of the signs that may indicate child protection concerns and have undertaken child protection training, but they are unsure of the referral procedure.

Staff provide an interesting range of activities and they support children well to develop interests and aid development. Parents, carers and staff enrich topic work by contributing with their own experiences to develop children's knowledge of other cultures and customs. The staff aim to work closely with parents of children with special needs to ensure they can be fully included and have appropriate activities. The staff act as good role models and are very fair with the children to ensure they know how to behave. The children settle well and feel valued.

Parents and carers feel welcome and enthusiastically take turns on the helper rota. Staff share information regularly on an informal basis, and children's records are available on request.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Staff offer a wide range of interesting activities to all children. They choose what to do, join in enthusiastically and staff develop activities to extend interests and add challenge.
- Staff lay out the provision well to provide ample space for children to move safely between activities and develop their play freely. Staff arrange seating to encourage social groupings and to provide a good overview for easy supervision. The outdoor area is used as an extension to the learning environment and children use all areas with confidence.
- Staff make snack time interesting by careful links to current topics. Children touch, smell and taste lychees, discuss similarities to other fruits, and share their opinions about flavours and preferences. They patiently take turns and considerately ensure no one is left out.
- Children are given a real feel for other cultures by experiencing all aspect through practical activities. Parents and carers with special knowledge or interests are encouraged to contribute and children accept diversity effortlessly.
- Behaviour strategies are effective and appropriate. Staff act as good role models and are very fair with children to ensure they feel settled and know what is expected of them. The children all mix well, show concern for others and are very well behaved.

What needs to be improved?

- the recruitment and supervision process, to ensure the vetting process is implemented promptly and formal procedures are in place to supervise and appraise staff
- deployment of staff, to improve security regarding access to the provision
- the daily record of attendance, to ensure it accurately reflects when children and visitors are present
- use of risk assessments, to effectively identify and address hazards
- accident records, to ensure each entry is confidential
- knowledge and understanding of the child protection procedure, to ensure it can be put into practice if necessary
- the child protection policy, to include contact details of referral agencies.

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.)

There are no complaints to report.

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
1	Ensure staff are put through the vetting procedure promptly on taking up their post, and formalise the induction and supervision procedures to ensure consistency.
2	Improve staff deployment at arrival times to monitor access to the provision and improve security.
6	Make better use of risk assessments to identify and address hazards.
13	Develop knowledge and understanding of child protection issues and

	ensure the procedure can be put into practice if necessary.
14	Ensure that all records relating to day care contain the necessary information and are kept confidential.

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

How effective is the nursery education?

Aston and Cote Playgroup provides high quality nursery education overall which enables children to make very good progress towards the early learning goals. Provision for all areas of learning is exceptionally good and children learn effortlessly while they have fun.

The quality of teaching is very good. Staff work well as a team and skilfully interact with the children to capture their enthusiasm and extend their ideas. They provide a wide range of practical learning experiences, which are relevant to the children, and staff link learning across the curriculum to put it into context. Staff observe what children can do in order to plan appropriate challenges but the profile records could be better used to provide a clearer picture of children's rate of progress.

The leadership and management are very good. Staff and committee work well together to keep standards high and all are committed to improvement. Staff update their knowledge as necessary by attending relevant training, and the curriculum is reviewed for effectiveness. Staff are supervised informally by the management.

The partnership with parents and carers is very good. Parents and carers have access to planning and have regular opportunities to see what their children can do. Staff are very approachable and make themselves available to share information regularly. Parents and carers willingly help on a rota basis, to be involved in their children's learning, and they are encouraged to have fun with the children.

What is being done well?

- The quality of teaching is outstanding. Staff allow children to learn through play and skilfully interact and extend learning, tirelessly taking advantage of every learning opportunity. They work well as a team, know the children thoroughly, and join in play to develop knowledge in a relaxed and unobtrusive way, increasing challenges appropriately.
- Staff develop topic work fully to give children the broadest experience of other cultures and aspects of the wider world. Children touch, taste and smell lychees, play with Chinese bowls in the home corner, practice Chinese writing, and play instruments along with Chinese music while some perform the lion dance.
- The children are extremely sociable, confident and interested in everything around them. They share their opinions clearly with others, thoughtfully answer questions, play well alone or in groups, and organise their own play competently, including anyone who wants to join in.
- Children are interested in numbers and mathematical concepts and freely use them throughout the day to discuss how many children are squashed into the play house, how big the rocket is, and how much flour is needed to make

pancakes.

- The staff use the outdoor area well to develop all areas of the curriculum. Children have opportunities to develop a range of physical skills, observe workmen taking down a chimney, see how big a worm is when viewed through a magnifying glass, and create chalk drawings on the playground. All participate in planned outdoor activities, and in addition, children can choose to play out whenever they wish.
- Children's creative development is fully promoted and uninhibited. Staff provide resources to inspire children to create objects linked to topic work but they are free to create whatever they desire. Some paint easily recognisable pictures and they proudly show their work to staff and display it in the gallery.

What needs to be improved?

- the use of children's profile records, to ensure they are updated frequently, and clearly dated to provide a consolidated record of children's rate of progress.

What has improved since the last inspection?

Very good progress has been made since the last inspection. The group was asked to ensure written records of children's achievements are completed more frequently to reflect progress towards the early learning goals, and amend documentation to reflect the early learning goals.

The staff make daily observations and note children's progress, ensuring that all observation records are clearly dated. The person in charge has recently introduced profile records and has begun to transfer the observations, each term, to consolidate the records. The staff do not currently share the task of updating the profiles. This has been carried forward as a point for consideration following this inspection.

The policy documents now include information for parents and carers about the curriculum, and the long, medium and short term plans are displayed for all to see. The early learning goals are highlighted on planning and children are making very good progress in all areas.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are very sociable, confident and enthusiastic about learning. They eagerly try everything on offer, showing interest in what others are doing, freely sharing opinions and competently organising their own games. They form excellent relationships with adults and peers and are happy to work alone or in groups. They show concern for others, take turns, share resources and are helpful. They are becoming increasingly independent by accessing resources and initiating play.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

All children are very vocal and easily make themselves understood. They answer questions thoughtfully, listen well to stories, and eagerly join in when they know what follows. Children have lots of opportunities to practice mark making using a variety of media and they understand that marks have meaning. They all draw with increasing control and many form recognisable letters. Most create easily decipherable pictures and take pride in displaying them in the 'gallery'.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children show great interest in numbers and practice counting regularly. Some count accurately beyond 20. More able children are beginning to recognise some numbers and can put them in order. Children are learning about early addition and subtraction and understand the concept of more and less. They freely build three dimensional objects and some create resources for their games using their knowledge of shape, space and measure.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have many opportunities to learn about the wider world through stimulating topic work, which threads through the whole curriculum to add meaning. Children use the computer freely and show good mouse control to competently navigate through programs. Some are confident to work alone, while others observe and occasionally offer help to friends. Children have a good understanding of time and place. They talk about their home life and past experiences, and know the routine well.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children have free use of the outdoor area and they use it well to develop all areas of learning. Staff join in to extend and challenge children appropriately to develop balance, confidence and co-ordination. Children move well making full use of all available space and equipment, and some adapt resources for their own purpose. They undress and dress themselves for PE and learn about staying healthy. Active stop, start and movement games are linked to the curriculum and leaning is fun.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Staff value children's work and encourage freedom of expression through art, music and role play. Staff link music to themes and topics and children happily beat out rhythms on assorted instruments along with Chinese music. Some sing to themselves as they play. Children have well developed imaginations and create hairstyles with pliers, bandage teddies and fly rockets to the moon. They use their senses well to extend their experiences and they respond appropriately.

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:

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- the use of children's profile records, to ensure they are updated frequently, and clearly dated to provide a consolidated record of children's rate of 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.