



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 116283

DfES Number:

INSPECTION DETAILS

Inspection Date 30/11/2004
Inspector Name Helen Ann Woods

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Parkside Playgroup (St Stephens)
Setting Address Parkside Road
Hounslow
Middlesex
TW3 2BD

REGISTERED PROVIDER DETAILS

Name The Committee of The Management Committee of Parkside
Playgroup 1086453

ORGANISATION DETAILS

Name The Management Committee of Parkside Playgroup
Address Parkside Playgroup
7 Church Stretton Road
Hounslow
Middlesex
TW3 2QP

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

Parkside Playgroup has been in existence for over 30 years serving a large multi cultural community in the heart of Hounslow town. The group is open 5 days a week from 09:30 to 11:55 term time only for children aged 2 - 5 years old. At present there are four 3 year olds attending that are receiving funding and the group support children with special educational needs. Two children attending have English as an additional language, their main language being Cantonese and Italian, other children have an Asian second language. The children are offered a wide range of activities that are planned each day and include play opportunities that provide first hand experiences to develop language, mathematical thinking and social relationships. All the staff are qualified and there is a key worker system in operation.

No overnight care is provided.

How good is the Day Care?

The Parkside Playgroup offers good overall care for children aged between two and five years. The premises is spacious, well organised to create a stimulating, orderly and supportive environment for the children. A broad range of practical activities supports and stimulate children's development. Children are able to access activities and equipment easily and make their own choices. Staff work well as a team to plan activities and monitor the children's progress.

Staff have a consistent approach to the operation of the group by having regular staff meetings and seeking training opportunities.

The quality of care meets the needs of all the children and consistent relationships are well established. Staff ensure that children with special needs are fully included in all activities and have taken training to meet individual needs. Meetings and news letters keeps parents informed.

Children are provided with a substantial healthy snack every day that takes account of special dietary needs and preferences and a water dispenser ensures children

can access drinks when they want.

Staff have a high level of awareness of all the risks to the children's health and safety and frequent risk assessments are acted upon immediately. Although there are limitations with the situation of the building such as no outdoor play space staff manage well with minimum disruption.

There are clear procedures and behaviour boundaries and management, including bullying, that is understood by the children, staff and parents.

What has improved since the last inspection?

No actions from the last inspection.

What is being done well?

- Overall organisational systems support the individual needs of all the children.
- Clear registration system for children, staff and visitors.
- Staff interaction with the children is of a high quality and extends the children's language and thinking.
- Provide a good range of equipment and activities that maintains the interest of all the children.
- All necessary safety precautions are taken following daily risk assessment.
- Through an excellent range of activities and resources the children are encouraged to be confident, and independent. Activities support and stimulate children's social, physical intellectual and emotional development.
- Staff listen to what children say, talk with them, build positive relationships which allow the children to extend their language and thinking.
- Staff observe and record what the children do, using their observations to monitor the children's progress regularly to support individual care, learning and play. Opportunities are provided for children to learn through a wide range of planned and free play activities both inside and outside through visits and outings.

An aspect of outstanding practice:

The playgroup have taken particular steps to work together with parents and other relevant parties in order to help children with special needs to take part at a level that is appropriate to their needs. Regular meetings take place between the SENCO co-ordinator, the parents and other agencies involved and care plans show steady progress is being made.

What needs to be improved?

- There are no weaknesses to report however the Playgroup is looking to

include more opportunities for outdoor activities.

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.

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

How effective is the nursery education?

Parkside Playgroup provides very good, high quality nursery education. Children make very good progress towards the early learning goals in the six learning areas.

They are confident, curious, enthusiastic learners who enjoy a wide range of activities. Very good quality of teaching and a rich environment ensures children are able to make very good progress.

Staff have a very good understanding of how children learn, sound knowledge of the foundation stage and a commitment to ensure each child can develop at their own pace. Adults know children well, using their observations and assessments to create individual play plans for each child. This knowledge is also used to effectively plan a broad and balanced curriculum which interests the children.

Resources are organised to promote independent access, encourage children to pursue their own ideas and conduct their own experiments. Children receive ample attention and support in their play from adults who employ good teaching and questioning techniques to extend children's language, imagination and thinking skills.

The leadership of the group is very good, and is supported by effective management and communication systems. Commitment to providing a high quality service is evident in all areas of practice. The staff team are positive, and motivated; they work well together to ensure that children receive high quality care and education, which is evaluated.

Staff are valued and there is a strong commitment to professional development. This ensures adults have good access to regular training, which updates and enhances their skills, allows new ideas to be developed and promotes good teaching.

Partnership with parents is very good. Relationships and communication are warm and friendly. Parents have good access to records and are regularly kept informed of their child's progress.

What is being done well?

- The children are provided with opportunities to make decisions and choices and are able to select from a wide range of resources and activities.
- Relationships between staff, children and their parents are good. Parents have access to good quality information about the setting and are involved in following their child's progress both in the setting and at home.
- The provider demonstrates positive commitment to the management of the group and collaborates with an enthusiastic staff team who work well together. Staff are familiar with day to day plans, have a good understanding

of their responsibilities towards the progress and assessment of all the children's learning.

- Children have good opportunities for exploration and investigation based on first hand experiences that encourage observation, prediction, decision making and discussion.

What needs to be improved?

- There are no significant weaknesses to report, but consideration should be given to increase the following;
- the range of natural materials for regular exploration and investigation

What has improved since the last inspection?

This is the first S122 inspection.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children demonstrate curiosity, excitement and enthusiasm for learning. They are interested and persist for extended periods of time at activities. Children are confident and have good self esteem which is fostered well by staff who listen with interest to children and praise them. Children model respect and care shown by adults, enjoy good relationships and work cooperatively with their peers. Children have good opportunities to exercise autonomy and be independent in their learning.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children listen to stories, interact confidently with each other, enjoy sharing books with staff, join in familiar stories and rhymes enthusiastically. Staff help children who do not have English as their first language to join in the full range of activities and reinforce language with talk, signs and gestures. Children are beginning to recognise their first names and write letters. Many letters are named and formed correctly as children write their own names

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Planned activities and everyday situations are used very well to explore mathematical concepts. Children use mathematical language to accurately describe colour, size, shape, quantity and weight. Children recognise numerals and count confidently to ten and beyond. There are good opportunities for children to learn about calculation through practical activities; handling money at the shop through role play and at snack time.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children confidently investigate and explore a small range of natural materials. There are daily opportunities for children to practice their design and making skills with a variety of different mediums. A variety of different festivals are celebrated and children see in books and good labelling different languages. Children demonstrate a good understanding of time and place as they talk about significant events in their lives.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children make generally good progress in use of indoor apparatus such as slides. Climbing frame and balancing on planks but there is no opportunity at the moment to extend physical challenges to running or manoeuvring tricycles through obstacles, pulling and pushing outside in the garden. The children are provided with opportunities for developing skills in cutting out, sticking and model making however there are missed opportunities to talk with children about their bodily movements.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children are given a wide range of opportunities to make good progress in creative development through regular adult led art activities but with sufficient opportunities for the children to explore their own ideas. Children enjoy playing with dough in the home corner and extend their imagination by pretend cookery.

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:

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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.