



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 102923

DfES Number: 545235

INSPECTION DETAILS

Inspection Date	25/11/2003
Inspector Name	Heather Tanswell

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Mawnan Playgroup
Setting Address	MCA Hall Carwinian Road, Mawnan Smith Falmouth Cornwall TR11 5JD

REGISTERED PROVIDER DETAILS

Name	The Committee of Mawnan Playgroup
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ORGANISATION DETAILS

Name	Mawnan Playgroup
Address	MCA Hall Carwinian Road, Mawnan Smith, Falmouth Cornwall TR11 5JD

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

Mawnan Playgroup is a well established pre-school. It operates from Mawnan Community Association Hall close to the centre of Mawnan Smith village. The pre-school serves surrounding villages.

There are currently 18 children from 2 to 5 years on roll. This includes 12 funded three-year-olds and no funded four-year-olds. Children attend for a variety of sessions. The group is not currently supporting children who have special needs or children who speak English as an additional language.

The group opens 5 days a week during school term times. Sessions are from 09.15 until 11.45.

Three part time and one full time staff work with the children. Two have early years qualifications. One member of staff is currently on a training programme. The setting receives support from a teacher from the Early Years Development and Childcare Partnership (EYDCP). The pre-school is a member of the Pre-school Learning Alliance.

How good is the Day Care?

Mawnan Playgroup offers satisfactory care for children.

Staff work hard to make the community centre hall welcoming and attractive. They make effective use of wall displays of children's work and photographs of children at play. The space and resources are well organised and children chose freely from a wide range of worthwhile activities. Staff make very good use of the resources to support activities that ensure children learn as they play. Policies and procedures are reviewed regularly but some need further revision. There is no appraisal system to identify the strengths and weaknesses of the setting.

There are very effective procedures in place to recognise and minimise hazards. Staff follow safety procedures well carrying out additional risk assessments for

outings or unusual activities. Good adult to child ratios ensure children are well cared for. Children are offered healthy snacks and bottled drinking water is accessible at all times. However, arrangements for first aid are inadequate.

Staff provide a very good range of well planned, resourced and interesting activities to support children's play and learning. They show great respect for and respond positively to what children do and say. As a result children's interests are used well to enable them to make good progress. Children are happy, confident learners, growing in independence and very well behaved. They enjoy good relationships with staff and show respect for their environment as they carefully tidy away, wash tables and easels.

Parents are welcome in the setting. They run the management committee and are invited to carry out occasional rota duties. Staff invite parents to open evenings however, parents show little interest in sharing assessments of children's progress.

What has improved since the last inspection?

At the last inspection the group was asked to provide additional, and update its existing, policies to have regard for the standards and make them available for inspection. Also, to increase the range of resources to reflect positive images, to confirm staff hold relevant qualifications including first aid and to update their knowledge of child protection. Hot water was to be provided in hand basins.

Policies have been updated but some still do not meet requirements and require further revision. Resources have been increased to reflect positive images of others. Staff are not able to prove they hold appropriate first aid qualifications. As a result they must update their qualifications in first aid to meet the statutory requirement of one person present at all times who is suitably trained. Staff have attended training in child protection and their knowledge of procedures has improved. All hand basins have running hot water.

What is being done well?

- Staff provide a range of well planned, resourced and interesting activities to support play and learning. Staff work well with children, follow their interests and interact appropriately to extend learning and participation at worthwhile activities.
- There are effective procedures, known well and implemented by staff to keep children safe from harm.
- Children are very happy, well behaved and co-operative. This is largely due to how skilfully staff manage the children and respect their individual needs.

What needs to be improved?

- the procedure to be followed if a child is lost
- the arrangements for first aid

- the complaints policy, to include the address of the regulator
- the child protection policy to include the role of the regulator, what to do if an allegation is made and reference made to latest guidance "What To Do If You Are Worried A Child Is Being Abused".

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	Update the policies to include a statement of procedure to follow in the event a child is lost.
7	Develop and implement an action plan detailing how at least one member of staff with a current first aid certificate will be on the premises or on outings at any one time.
12	Make available to parents a written statement that provides details of the procedure to be followed if they have a complaint that includes details of the regulator.
13	Update the child protection procedure for the playgroup, based on "What To Do If You're Worried A Child Is Being Abused". It must include a procedure to be followed in the event of an allegation being made against a member of staff or whilst a child is in your care.

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

How effective is the nursery education?

Mawnan Smith Pre-school is providing nursery education which is of a good quality overall. Children are making generally good progress in mathematical and physical development and knowledge and understanding of the world. In personal, social and emotional development, communication, language and literacy and creative development their progress is very good.

The quality of teaching is generally good. Staff have a good knowledge and understanding of how children learn. This knowledge is applied well to the planning of a broad and balanced range of worthwhile activities. Staff interact skilfully with children, encouraging them to explore and investigate with confidence. They provide good opportunities for children to experience sufficient challenge in most areas of learning, both with and without adult support. However, staff do not use their knowledge and understanding of the early learning goals effectively, to plan for and assess children's individual progress.

Staff form a strong and committed team. They welcome support and advice from the Early Years Development and Childcare Partnership (EYDCP) and the Pre-school Learning Alliance (PLA). Staff have identified and developed a written plan for future improvements. However, the committee do not provide staff with sufficient levels of support. Staff appraisals are not used effectively. There is no formal method in which to monitor and evaluate the provision for nursery education.

Staff maintain good levels of verbal information sharing with parents on a daily basis. They have identified the importance of providing opportunities to share children's records of progress formally with parents. There are insufficient levels of written information available to parents, regarding the delivery of the curriculum for the foundation stage. Staff do not work with parents to develop an initial profile, in order to establish what children know, understand and can do, on entry to the setting.

What is being done well?

- Children have developed high levels of independence. They have formed strong and trusting relationships with adults and other children. They are able to work confidently alone, or in small groups. They sit quietly and concentrate when required and join in enthusiastically at appropriate times. Children are well-behaved. They are developing a good awareness of people's similarities and differences.
- Children access books freely and use with confidence and skill, both alone and in small groups. Children are beginning to form recognisable letters, they ascribe meaning to marks and use as a means of recording and communicating.
- Children are able to express themselves creatively, through a wide variety of

enjoyable mediums, such as paint, music, play-dough and role play.

- Staff have a good knowledge and understanding of how children learn. This knowledge is applied well to the planning of a broad and balanced range of worthwhile activities, which provide opportunities for children to make progress in all areas of learning.

What needs to be improved?

- the range of mathematical resources for free use, which enables purposeful mathematical play to take place.
- the range of information technology and programmable toys.
- the planning for and assessment of children's progress, to identify individual targets, which can be linked to future planned activities, in order to provide sufficient challenge.
- the levels of written information available for parents, regarding the delivery of the foundation stage and the assessment of the children's progress and to establish what children know, understand and can do, on entry to the setting.
- the levels of support for staff, the use of appraisals and the methods in which to monitor and evaluate the provision for nursery education.

What has improved since the last inspection?

This is the first nursery education inspection for this setting.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children have developed high levels of independence. They have formed strong and trusting relationships with adults and other children. They are able to work confidently alone, or in small groups. They sit quietly and concentrate when required and join in enthusiastically at appropriate times. Children are well-behaved, they have developed a good understanding of right from wrong. They are developing a good awareness of peoples similarities and differences.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children show excitement at story time. They access books freely and use them with confidence and skill, both alone and in small groups. Children are beginning to form recognisable letters, they ascribe meaning to marks and use as a means of recording and communicating. Children recognise their written name. They use books for both reference and enjoyment.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children are able to count with confidence and they relate numbers to objects. They are developing a good understanding of shape, size, position and quantity. Children are beginning to use maths to solve simple practical problems. However, children do not have access to a suitable range of mathematical resources for free use, to enable purposeful play to take place.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children are able to operate a tape recorder. They are enthusiastic in their approach to exploring and investigating and are confident in their use of a range of tools and materials. Children do not have use of a sufficient range of information technology and programmable toys.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children are able to move confidently, they show good levels of control and coordination. They negotiate space successfully during indoor physical activity sessions. They use a range of large and small equipment, tools and materials with increasing levels of control. They do not have opportunities to develop an understanding of why their health and hygiene practice, can contribute to their physical well-being.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children are able to express themselves creatively, through a wide variety of enjoyable mediums. Children learn about shapes, colour and texture with paints, paper and play-dough. They use and develop their imagination during role play, music and movement sessions.	
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

- extend the range of mathematical resources for free use, which enables purposeful mathematical play to take place.
- extend the range of information technology and programmable toys.
- develop the planning for and assessment of children's progress, to identify individual targets, which can be linked to future planned activities, in order to provide sufficient challenge.
- improve the levels of written information available for parents, regarding the delivery of the foundation stage and the assessment of the children's progress and to establish what children know, understand and can do, on entry to the setting.
- increase the levels of support for staff, implement the use of appraisals and develop methods in which to monitor and evaluate the provision for nursery education.

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.