



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 229135

DfES Number: 533382

INSPECTION DETAILS

Inspection Date	06/07/2004
Inspector Name	Patricia Webb

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Anglesey Playgroup Committee
Setting Address	Nursery Road Hockley Birmingham West Midlands B19 2YA

REGISTERED PROVIDER DETAILS

Name	The Committee of The Committee of Anglesey Playgroup
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ORGANISATION DETAILS

Name	The Committee of Anglesey Playgroup
Address	Anglesey Primary School, Nursery Road Hockley Birmingham West Midlands B19 2YA

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

Anglesey Playgroup has been registered since 1999. It is sited within the grounds of Anglesey Infant and Junior School in the Hockley area of Birmingham. It serves children from the immediate local area. It operates from a fully self contained demountable building. Care is set out in one main playroom with a fully enclosed outdoor play area at the rear of the building.

There are currently 30 children from 3-5 years on the roll. This includes 24 funded 4-year-olds and 6 funded 3-year-olds. Children attend for variety of sessions. The setting supports children with special needs and children for whom English is an additional language.

The playgroup opens Monday to Friday, term time only, from 09:15 to 11:45 and 13:00 to 15:30.

There are three members of staff working directly with the children all of whom hold relevant qualifications in early years. The playgroup receives support from a teacher mentor from the Early Years Development and Childcare Partnership (EYDCP). The playgroup is also a member of the Pre-school Learning Alliance (PLA).

How good is the Day Care?

Anglesey Playgroup provides satisfactory care for children.

The enthusiastic, committed staff team is effective in providing a warm, caring environment where children are happy, settled and eager to participate in the familiar routines. A comprehensive set of policies and procedures enable staff to be sure of their roles and responsibilities. Occasionally, there are times when the staff deployment, although within requirements, is insufficient to demonstrate effective supervision of all the children. All the relevant documentation is maintained appropriately.

Staff carry out regular risk assessments to ensure children are safe and secure in

the setting. Fire drills are carried out although the details of these are not always recorded.

Staff encourage children in personal hygiene routines, although children do not always have appropriate resources to fulfil this routine effectively, such as access to soap or being able to reach the toilet flush. Children enjoy healthy and nutritious snacks of fresh fruit and drinks of fruit juice and milk. Staff are currently updating their knowledge and understanding of the child protection procedures.

An inspiring and varied range of topics provides the children with a rich learning environment where intuitive staff enjoy engaging with the children in activities. Children are warmly greeted on arrival as firm, positive relationships are fostered between children and adults leading to good behaviour overall. A broad range of equipment enables children to progress in all areas of their development. Access to positive images of disability is limited to specific times rather than freely available as part of the general resources.

There is a very positive relationship with parents. Information is exchanged on a regular basis both formally and informally.

What has improved since the last inspection?

Not applicable as there were no actions set at the last inspection.

What is being done well?

- There is a wide range of resources provided to offer a varied and interesting curriculum where children learn through experiences and effective staff guidance.
- Children's understanding of healthy eating is promoted through the use of relevant topics. They enjoy the fresh fruit and drinks provided in a relaxed environment.
- Positive behaviour management strategies promote children's self esteem. They feel good about themselves as they participate readily in routine tasks receiving rewards and stamps to indicate their achievements.
- The partnership with parents is well developed. Home visits to the child's family are made to ensure that parents have all the necessary information about the playgroup routine and the staff who will be caring for their children.

What needs to be improved?

- effective deployment of staff, when children are indoors and outdoors, including the level of support for children with special needs
- recording all fire drills
- children's access to appropriate resources for effective hygiene routines

- access to positive images of disability.

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	Ensure that staff deployment is effective to ensure adequate supervision of the children at all times.
6	Ensure that fire drills carried out are accurately recorded at the time of the drill.
7	Provide appropriate resources to enable children to follow effective hygiene routines.
9	Extend children's access to the resources depicting positive images of disability.
10	Ensure staff deployment and supervision takes account of children's specific needs.

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

How effective is the nursery education?

Anglesey Playgroup provides very good nursery education overall which enables children to make very good progress towards the early learning goals in all areas of learning.

Teaching is very good in all areas. Staff have a good knowledge of the foundation stage and an excellent understanding of how children learn, providing an exciting and inspiring curriculum. The emphasis on practical activities ensures that children learn through "doing" and widening their life experiences helping them learn effectively. There is a very good range of resources to support this practical learning.

Staff use assessment records to identify the progress the children are making, using observations and knowledge of individual children's abilities to inform these. Children with special needs are well supported and staff are aware of the wide range of home languages represented within the group using individual staff skills to assist appropriately in these areas. This is reflected in the very good progress children make in personal, social and emotional development. Staff are skilful in engaging children in conversation and fostering their self esteem through effective positive behaviour management. Children respond eagerly when endeavouring to achieve rewards and stickers.

Leadership and management are very good. There is a strong link with the early years staff in the school to ensure consistency and effective curriculum planning. Regular meetings ensure that the committee is kept well informed of the running of the setting and policies and procedures regularly reviewed.

The partnership with parents is very good. Staff ensure that every opportunity is made to inform parents of their child's progress both verbally and in written form. Parents are warmly welcomed into the setting and encouraged to become involved in their child's learning.

What is being done well?

- Staff are intuitive when providing imaginative play for the children. They are aware that some play situations may be outside of the child's life experiences and they engage in interactive play and support with enthusiasm as they know the children well.
- Staff create a well-planned stimulating environment where children learn through a wide range of practical activities. They set challenges for children that develop their thinking and imagination through stories, circle time and consistent questioning during their activities.
- The outdoor play area is designed as an extension of the learning environment where children access a wide range of equipment and activities

that challenge them across all areas of learning.

- The playgroup has developed effective procedures for ensuring a good exchange of information takes place with parents. They take time to ask parents how they would prefer this information and feedback to be delivered demonstrating their commitment to working in partnership with parents for the benefit of the children's progress.

What needs to be improved?

- opportunities for children to link sounds and letters
- access to music and instruments to encourage children to use their imagination in creating their own music.

What has improved since the last inspection?

At the last inspection, the group was asked to consider two points: develop children's progress records to incorporate all aspects of each area of learning; and ensure that all parents and carers are given sufficient information on the educational provision, taking individual languages into account.

Anglesey Playgroup has made very good progress since the last inspection.

They have adopted the policy followed in the school in that written English does not always translate appropriately in some of the home languages represented within the group. Leaving the written information in English allows for English speaking family members to translate verbally more accurately. This is supported by the effective use of bilingual staff within the setting and home visits made prior to starting playgroup. This is also in line with school policy. Parents have the opportunity to indicate on their child's enrolment form exactly what the most effective method of communication would be for each individual family including the language used either in spoken or written form.

Children's progress records now include all areas of development and the next steps for each child. These are also discussed with the parents.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are confident and actively involved in their learning. They access activities and resources independently with some older children becoming absorbed in their play. They develop good relationships with each other and with adults, taking turns such as whilst waiting for space to make their milkshakes. They share their achievements with each other and feel good about themselves when they receive rewards for tasks well done.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Most children speak well with many children demonstrating dual language skills. They ask each other questions and talk to staff confidently. They recognise their first names with some older children able to write them on their work. They make marks and understand that writing carries meaning by writing letters to the zoo and seeing labels round the playroom. They handle books well and listen to stories with enthusiasm. They are not always able to link sounds to letters during daily routine.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children know that numbers carry meaning by seeing numerical labels around the setting indoors and outside. They solve problems of shape and size by dressing dolls and building with bricks. Children understand about volume and capacity through interesting activities such as measuring the amount of drinks in their cups. They record numerical findings by using a number washing line and creating bar charts to calculate their favourite animals.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children are skilled at completing tasks independently at the computer. They explore the properties of different materials such as making their own playdoh to then use. They study the life cycles of caterpillars and butterflies, feeding and eventually setting them free understanding the sequences. They learn to care for living things as they clean out and feed the guinea pigs. They know about animal camouflage through creating animal skin patterns and displaying them on similar backgrounds.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move confidently and with care both indoors and outside. They have a wide range of equipment to use outside encouraging them to be active. Children use a variety of tools with skill and dexterity including squeezing pegs on the washing line and manipulating malleable materials such as playdoh. They learn about their bodies through action rhymes and dressing up activities and understand how to keep healthy and look after their teeth.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children learn about colour and texture through their every day routine with a wide range of exciting activities such as heuristic play with large shiny beads, man-made and natural material. They take part in role play and dressing up with enjoyment and widen their life experiences through imaginative play. They play music and access some musical instruments freely, they sing songs, occasionally in their own home languages.	

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:
- expanding opportunities for children to link sounds and letters
- increase access to music and instruments to encourage children to use their imagination in creating their own music.

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.