



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 219101

DfES Number: 580425

INSPECTION DETAILS

Inspection Date	08/07/2004
Inspector Name	Parveen Ashraf

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Bunyan Playgroup
Setting Address	Kempston West Methodist Playgroup High Street KEMPSTON Bedfordshire MK42 7AQ

REGISTERED PROVIDER DETAILS

Name	The Committee of Bunyan Playgroup
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ORGANISATION DETAILS

Name	Bunyan Playgroup
Address	Kempston West Methodist Church High Street Kempston Bedfordshire MK42 7AQ

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

Bunyan Playgroup operates from the church rooms of the West Methodist Church Kempston. The children have access to a large hall and smaller classroom. There are separate toilets facilities for boys and girls. There is no outdoor play area. The group offers sessional care for children within the local community aged between two years six months to five years olds. Sessions operate Monday to Friday from 09:30 to 12:00, term time only.

The group currently has nine three year old and six four year old children in receipt of funding. There is a key worker system in operation. The pre-school have four members of staff, two of whom hold the D.P.P qualification. The group is run by a Committee. The playgroup has good links with the Bedford Lower School and Balloil School.

How good is the Day Care?

Bunyan playgroup provides satisfactory care for children.

Staff create a relaxed and friendly environment for children. The large playroom is made bright and cheerful by the use of colourful wall displays that the children have made, e.g. a large collage depicting children of different nationalities. Staff work well as a team and are deployed effectively to meet the needs of the children. Toys and equipment are rotated to provide the children with variety, although there are limited opportunities for children to access resources freely. Policies and procedures are in place, but some require further clarification. There is no system in place to record staff attendance.

The group have a risk assessment checklist which is used to ensure the safety of toys and equipment. The group also have a risk assessment in place for outings and transportation. Staff demonstrate a good understanding of special needs. They adapt the environment and activities to ensure that all children are included and valued. Staff have a good understanding of their responsibilities and the procedures of any child protection issues.

The group provides a wide range of appropriate activities that encourage children's development. The provision for energetic play is limited. There are good opportunities for the children to learn about numbers and letters through play situations, e.g. café with menu and prices. There is good staff interaction with the children. Staff encourage children to participate in activities and praise them for their efforts and achievements.

Parents are informed about the provision in a number of ways, including information that is displayed on the 'Parents Notice Board', informal discussions and policies and procedures. The playleader ensures that she is always available for parents to talk. The group have a parent rota scheme which works successfully. Parents are pleased with the quality of care and education that the pre-school provides.

What has improved since the last inspection?

At the last inspection the group was asked to ensure that the behaviour management policy included anti-bullying, to record the fire drill in detail and to have a sick child policy in place.

The policy for behaviour management now includes a section on anti-bullying, the fire drill is recorded accurately and a sick child policy is now in place.

What is being done well?

- The playleader has attended many courses relating to childcare and education. She is proactive in ensuring that she attends relevant courses to enable her to effectively carry out her role as the playleader. She has recently completed a course in the Foundation Stage Curriculum. Children benefit from being cared for by someone who is well informed about current childcare issues.
- The group organises activities that encourage children to look at the natural world and how things grow. During the inspection the children took part in an activity about fresh fruit and vegetables. Children were encouraged to look at the shape, colour, texture and smell. Children are able to learn to use their senses in a fun and interesting way.
- There is a good range of equipment to provide children with stimulating activities that promote all areas of learning. The group provide toys and books and puzzles to teach children about other cultures and religions, e.g. books about Dewali, Channukah, Easter, Eid etc.

What needs to be improved?

- the register to record staff attendance
- the visitors book to record times of visitors accurately
- several policies and procedures to be re-worded

Outcome of the inspection

Satisfactory

CONDITIONS OF REGISTRATION

<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
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<i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i>

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 the visitors book records the time visitors arrive and leave the playgroup
2	ensure that there is a system in place to record staff attendance
14	re-word policies and procedures for fire safety, uncollected/lost child and complaints

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

How effective is the nursery education?

The provision for nursery education at Bunyan Pre-School Playgroup is generally good. The children are making generally good progress towards the early learning goals in this small group where children receive individual attention. However, the programme for physical development has significant weaknesses.

Teaching is generally good and children benefit from a range of first hand experiences which build on and extend their interests. For example, they enjoy exploring a wide range of vegetables using their senses. The key strengths in many areas of learning are due to supportive interaction of staff when listening to and talking with the children. The staff have an increasing knowledge and understanding of the Foundation Stage and work hard on their planning. They plan and prepare the first activities of the morning very well. Although the second half of the session is planned, this is less effective and there are some minor gaps in coverage of the six areas of learning. Consequently, the quality of teaching and learning deteriorates towards the end of the morning. The assessment of children's learning takes account of the stepping stones but it is not yet clear how staff will use these to inform planning effectively. Children generally behave well although they do not always concentrate well in group activities.

Leadership and management are generally good. The manager strives to lead by example and shares her understanding of good early years practice with her team. She ensures that staff receive suitable training and is becoming increasingly skilled at evaluating the practice of the group.

The partnership with parents and carers is generally good. Newsletters and an information board ensures that parents have every opportunity to be well informed but staff do not always receive sufficient response from parents. Staff are available every day to talk informally.

What is being done well?

- Friendly, caring and experienced staff have a flexible approach to meeting the individual needs of children. Staff make good use of books and posters to support learning and know when to stand back and allow children to lead activities.
- Staff initially prepare a well organised environment for learning.
- The staff work tirelessly to encourage parents to take an interest in their children's education.

What needs to be improved?

- the organisation of the second half of the session
- the programme for physical development
- the focus and clarity of short term planning to ensure the coverage of the six areas of learning
- the use of assessments to identify what children need to learn next.

What has improved since the last inspection?

The setting has made good progress since the previous inspection of funded nursery education. The setting was required to revise staff development procedures and to clarify the role and responsibility of the SENCO. Staff appraisals now provide an opportunity to identify training needs and the manager has taken on the SENCO role. She has a good knowledge and understanding of special educational needs and ensures that teaching takes account of the Code of Practice.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children confidently express their needs and ideas and relationships are good. They become interested and involved in their play, which underpins their learning in many areas. Children develop basic concentration skills on self chosen activities but become restless during group sessions. Children's behaviour is generally good. Children make limited choices about their learning although they do develop independent self care skills. Too few activities develop a sense of community.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Many children are keen communicators and engage readily in conversations with each other and adults. Staff usually introduce new words and question effectively. Children make marks for a variety of purposes. Literacy activities are often appropriately linked to the daily routines. Staff do not always ensure that children learn to sit quietly for stories or group sessions. Children use the book corner but develop limited language for thinking in role play due to insufficient adult intervention.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Staff are good at weaving basic mathematical learning through play and encourage children to count and use mathematical language. Many children count beyond ten and enjoy using their counting skills in practical contexts. They learn about size and shape through practical activities such as cutting, slicing and weighing apples. Staff do not always use opportunities to extend more able children's individual understanding of problem solving, addition or subtraction.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children learn about the natural world and features of their environment through a suitable range of planned practical exploratory activities. The children build and construct using a reasonable range of objects, materials and tools. They enjoy talking with staff about past and present events in their own lives and those of others using small world play. There are limited opportunities to use technological toys and equipment. Plans provide for learning about an adequate range of cultures.

PHYSICAL DEVELOPMENT

Judgement:	Significant Weaknesses
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There is no outdoor area and this limits children's progress in the use of a range of small and large equipment. Although some indoor activities are provided, plans do not support the progression of skills. Children learn some control and co-ordination as they steer a wheelbarrow through a maze and throw and catch a ball with staff. A restricted range of tools is provided at most activities, limiting the promotion of small muscle skills. Health awareness is given little emphasis.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children experience an adequate range of media and staff encourage them to express their own ideas. Role play lacks quality because staff are not always able to intervene appropriately to ensure that resources are used constructively and that the learning intentions are met. Music based activities are given suitable emphasis. Children have suitable opportunities to respond using their senses and to use their imagination in art and design, dance, role play and stories.

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

- Review the planning and organisation of the whole session to support all aspects of the six areas of learning and especially progression of skills in physical development.
- Develop the use of assessments to identify what children need to learn next.

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.