



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 507994

DfES Number: 582171

INSPECTION DETAILS

Inspection Date 29/06/2004
Inspector Name Charlotte Jenkin

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Greendown Playgroup
Setting Address Swindon Greendown School
Grange Park Way, Grange Park
Swindon
Wiltshire
SN5 6HN

REGISTERED PROVIDER DETAILS

Name Greendown Playgroup 1037713

ORGANISATION DETAILS

Name Greendown Playgroup
Address Swindon Greendown School
Grange Park
Swindon
Wiltshire
SN5 6HN

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

Greendown Playgroup is situated in the grounds of Greendown Secondary School in Grange Park in West Swindon. It was formed in 1996 in the Len Hobb suite of the secondary school

The school has grown in numbers and the playgroup has had to vacate the original building. The group have purchased their own mobile building and it is situated on the school field close to Lydiard Park.

The playgroup is open for thirty seven weeks of the year and for five mornings each week from 09:15 hours to 12:00 hours. During busy periods the group also opens on Tuesday and Thursday afternoons, from 12:15 hours to 14:45 hours.

The playgroup accepts nursery education funding and there are currently 44 funded three and four-year-olds. There are seven members of staff and three of these have relevant child care qualifications. Two are currently undertaking training to level three qualifications. One of the supervisors is a qualified teacher.

The group supports children with special needs and with English as an additional language fully.

The group is part of the local Early Years Partnership and most staff have first aid qualifications.

How good is the Day Care?

Greendown Playgroup provides good quality care for children.

Staff create a welcoming environment for children with space well organised into clear learning areas, which children confidently visit. Staff are deployed well and children are supported during activities and high adult to child ratios mean children are supervised and well cared for at all times. There is a vast range of toys and equipment that support children's development in all areas.

Staff are very aware of their responsibilities regarding children's safety and fire drills are regularly practiced, although these lack detail. Staff actively promote good hygiene practices through daily routines and children become aware of the effects of good hygiene on their bodies. Staff attend medical training to ensure appropriate care for children with specific medical needs. Staff are very aware of and cater for dietary needs well, although children do not have access to drinking water. Staff have a good knowledge of child protection issues and the groups duties are shared with parents.

Staff plan a good balance of structured and free play activities that cover most areas of learning. Adults interact well with the children and they are happy and confident in the playgroup. Staff implement the behaviour management policy consistently and are good role models for children. Children are treated as individuals and their differences are acknowledged and respected. They support children with English as an additional language well and support their language development. They also support children with special needs very well.

Staff liaise closely with parents regarding the care of their children and respect their wishes fully. They have regular verbal exchanges of information to discuss their child's progress. A well established parent helper rota enables parents to view their children's learning in progress.

What has improved since the last inspection?

At the last inspection the playgroup agreed to:

ensure premises were secure and children were unable to leave them unsupervised, develop an operational plan that is available to parents, and to make sure that low level glass is inaccessible to children.

All exits, including fire exits are now alarmed so children are unable to leave the premises alone. The operational plan is readily available to parents, and includes details of activities, staff qualifications and current themes for learning. All low level glass is now safe and does not pose a hazard to the children.

What is being done well?

- Staff plan a good balance of structured and free play activities that cover most areas of learning. Adults interact well with the children and question them during activities, and praise and encourage them for their achievements. Children relate very well to one another, are engaged in purposeful play and are happy and confident in the playgroup.
- All children are treated as individuals and their differences acknowledged and respected. Staff actively encourage all children to participate in all activities. Support for children with English as an additional language is very good and staff liaise closely with parents regarding children's language development in both English and their first language.
- Support for children with special educational needs is good. Staff liaise with

parents and outside agencies in setting up individual plans for children. These are regularly monitored and reviewed and ensure individual children's needs are met.

- Staff implement the behaviour management policy consistently. They use sensitive and age appropriate methods for managing children's behaviour and explain the consequences of their actions. Staff are good role models for children. They are polite to one another and the children, respectful and calm and consistent in their approach. Children's behaviour, is therefore good.
- Staff liaise closely with parents regarding the care of their children and respect their wishes fully. A well established parents helper rota enables parents to see their children's learning in progress.

What needs to be improved?

- the details included in the fire evacuation procedure to ensure its effectiveness is monitored fully
- the children's access to drinking water at all times.

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.

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
8	Ensure children have access to drinking water at all times.

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

How effective is the nursery education?

Greendown Playgroup is an acceptable provision, of good quality, where children make very good progress towards the early learning goals in mathematics, communication, language and literacy and physical development, and make generally good progress towards the early learning goals in all other areas of learning.

Teaching is generally good. Staff have a generally good knowledge of the early learning goals and this is reflected in their interaction with the children during activities and planning of appropriate activities. Plans are clear about what children are expected to learn. Staff know what children are expected to learn from activities and have a good knowledge of where children are at in their learning. Support for children with special needs and English as an additional language is very good. Some activities are too adult led and children are not able to freely select activities and resources and engage in spontaneous play.

Leadership and management is generally good. The committee supports the staff and enables them to access good training opportunities. The supervisors support staff well during their ongoing practice, and appraisals effectively develop staff's confidence in identifying their strengths, as well as areas for future development. Staff evaluate activities clearly and ask parents for feedback on the provision. Long term plans are monitored, although this does not successfully identify gaps in the curriculum. All staff demonstrate a commitment to improving the educational provision.

Partnership with parents is generally good. Parents receive clear and detailed information regarding the playgroup's routines, duties, policies and curriculum. They have access to topic plans, which keep them informed of the current theme for learning, and help in the group. Staff and parents have regular verbal exchanges of information about their child's progress, although parents are not able to comment on or contribute to children's assessments.

What is being done well?

- Support for children with English as an additional language is very good. Staff liaise closely with parents regarding children's language development in both English and their first language. They gain familiar words from parents to support children's communication skills and display labels in children's first language around the room, to enable them to see familiar words and writing.
- Staff have a very good knowledge of where children are at in their learning. They record observations of children at play, record what they know, understand and can do, and link these clearly to the stepping stones. These are used to inform future planning and help move children onto the next stage in their learning.

- Parents regularly help out in the playgroup and see this as beneficial in seeing their child's learning in progress. Staff give them good information about how to support children during activities whilst in the group.
- Staff demonstrate a commitment to improving the educational provision and attend regular training to update their knowledge and skills. They cascade new information to all staff and implement new ideas into the setting.
- Children show interest in books and select them independently and handle them with care. They become familiar with the way stories are structured and confidently suggest and make up their own endings.

What needs to be improved?

- the children's independence in selecting and using activities and resources independently
- children's free expression through collage, in communicating their ideas using a widening range of resources and materials
- opportunities for parents to comment on, and contribute to, assessments of their children's progress.

What has improved since the last inspection?

Greendown Playgroup has made generally good progress since the last inspection.

At the last inspection the group agreed to explore ways to extend the outdoor area to support children's learning.

Children now gain a range of experiences outside, including role play, physical play, planting and growing, painting and exploring texture. This enables children to extend their learning in the greater outdoor environment.

Staff, however do not plan or evaluate children's learning experiences in this area.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children enter the playgroup with confidence. They willingly go to activities and complete chosen tasks. Children make attachments to members of the group and relate well to staff and peers. Children develop an awareness of their feelings and talk about these with confidence. Children demonstrate a sense of pride in their achievements and enthusiastically show off their creations. Children have limited opportunities to select and use activities and resources independently.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children use talk with confidence to organise their ideas and to relive past experiences. They speak to familiar and unfamiliar adults and peers, and use a widening range of vocabulary and expression to communicate their meaning. Children show interest in books and select them independently. They have access to print around them and know that print carries meaning, with more able children recognising some familiar words. Children draw and sometimes give meaning to marks.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children show interest in numbers and counting and willingly join in counting and calculating activities. More able children count up to 19 objects with confidence and select the correct numerals to represent the number. Children show interest in number problems and compare groups of objects and recognise when there is more or less in a group. Children use language to describe shape, position and size, and children comment on how shapes are different, for example 'a triangle has three sides'.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children investigate various materials, including natural materials and comment on features. They observe change over time, when growing plants and examining life cycles. Children develop independence in completing simple computer programmes and programmable toys. Children show interest in construction materials and build and balance, often with a purpose in mind. Children confidently remember and talk about past events. Children have limited opportunities to explore their local environment.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move freely and with confidence around the room, showing an awareness of others, and negotiate space well. Children have regular opportunities to travel under, over and through equipment and move in a range of ways, for example running, walking and jumping. Children show increasing control when throwing, catching and kicking balls and when using various tools and writing implements. Children show an awareness of healthy practices with respect to hygiene, especially hand washing.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children mix colours when painting and explore what happens. Their drawings are developing well and are detailed with bodies and features on. Children respond to music with movement and enjoy joining in singing. They imitate adults well through role play. Children's free expression through collage is sometimes limited by staff's expectation of them to produce a pre-defined end product and there are limited opportunities for children to freely select resources and communicate their own ideas.

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

- develop children's independence in selecting and using activities and resources to initiate their own play, especially in creative development, to allow children to freely express and communicate their own ideas
- ensure parents have regular opportunities to comment on, and contribute to, records of their children's 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.