



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 218282

DfES Number: 514636

INSPECTION DETAILS

Inspection Date	08/09/2003
Inspector Name	Jacqueline Mason

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	WILDWOOD PLAYGROUP
Setting Address	WILDWOOD COMMUNITY CENTRE WILDWOOD STAFFORD STAFFORDSHIRE

REGISTERED PROVIDER DETAILS

Name	The Committee of WILDWOOD PLAYGROUP COMMITTEE 1028644
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ORGANISATION DETAILS

Name	WILDWOOD PLAYGROUP COMMITTEE
Address	WILDWOOD COMMUNITY CENTRE WILDWOOD STAFFORD STAFFORDSHIRE

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

Wildwood Playgroup has been registered since 1992. It operates from Wildwood Community Centre on the Wildwood estate on the outskirts of Stafford. The playgroup has use of two rooms, a kitchen and toilets and also use of Barnfields Primary School fields for outdoor play. Wildwood Playgroup serves the local area.

There are currently 80 children from two to four years on roll. This includes 34 funded three-year-olds. Children attend for a variety of sessions. The playgroup is able to support children with special needs and those children for whom English is an additional language.

The playgroup opens from Monday to Friday term time only. Morning sessions are from 09.15 to 11.45 for children aged between three and five years. Afternoon sessions run on Tuesday to Friday from 13:15 to 15:15 for children from two to three years of age.

Seven staff work with the children. Two thirds of the staff have early years qualifications. Wildwood Playgroup receives support from a teacher / mentor from the Early Years and Childcare Partnership (EYDCP).

How good is the Day Care?

Wildwood Playgroup offers a good standard of care. Staff have good relationships with both children and parents and work to ensure that all children are included. A key worker system has been introduced to ensure that each child has a named adult who co-ordinates information about the child's needs and development and ensures that information is shared with parents. Children are grouped effectively to ensure that individual needs can be met. The premises are laid out to allow children freedom of movement. However, there are limited opportunities for outdoor play.

Staff provide a good range of toys and equipment to promote all areas of development. A written policy for the selection of toys and equipment is implemented

to ensure that toys are of good quality, safe, and are suitable for their purpose. Staff take all reasonable steps to ensure that the environment is safe and secure although a visitors book is not maintained. Staff act in the children's best interests if they are ill although do not have written parental permission to seek any necessary emergency medical advice or treatment. Procedures are not in place to encourage children in personal hygiene matters.

Staff plan and provide activities that are suitable, challenging, varied and interesting. Activities promote all areas of development. Staff know the children well and work to ensure that individual needs are met although the organisation of snack time is not effective in meeting children's individual needs. Staff are aware of equal opportunities issues and are effective in promoting positive images of cultures, disability and gender.

Staff work well with parents and have open and friendly relationships with them. Parents are kept informed about the provision and their child's daily experiences although there are no procedures in place to keep parents informed of their children's developmental progress. Parents are encouraged to become involved in the life of the playgroup.

What has improved since the last inspection?

Not applicable, as there were no actions raised at the previous inspection.

What is being done well?

- Staff provide a varied and interesting range of activities to promote all areas of development. Children are grouped effectively and this helps staff to plan an appropriate programme of activities. Staff are interested in what the children say and do and respond well to them. Staff know the children well and work to meet their individual needs. A key worker system has recently been introduced. Staff maintain a good ratio of adults : children. This helps the children to feel secure, settled and confident.
- Staff give high priority to children's safety and work to limit possible hazards. Staff ensure that the premises are kept secure and that children are not able to leave them unsupervised. Staff have a good understanding of child protection issues. The child protection policy is in line with the local Area Child Protection Committee procedures. Staff are confident to report concerns.
- Staff have a good understanding of equal opportunities issues. They work to promote positive images of gender, culture and disability through their planning of activities, resources and displays. Staff are pro-active in ensuring that each child has the opportunity to develop to their full potential and they offer support to parents whose children have special needs.
- Staff are consistent in their management of children's behaviour. There is a comprehensive behaviour management policy that is implemented. Strategies used to deal with challenging behaviour are appropriate for the

age and level of understanding of the children attending. Positive behaviour is encouraged and praised.

- Staff work well with parents and encourage them to become involved in the playgroup. Parents have good relationships with the staff due to the staff's friendly and approachable manner. Information is shared daily. Staff keep parents informed about the provision and discuss with them any events that have happened during the session.

What needs to be improved?

- opportunities for children to play outdoors;
- the organisation of snack time to ensure that children are comfortable, included and their personal hygiene needs met;
- the arrangements for ensuring that a record of visitors is maintained;
- the arrangements to obtain written permission from parents to seek any necessary emergency medical advice or treatment;
- the procedures to encourage children with personal hygiene;
- the system to keep parents informed of their children's developmental progress.

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
6	ensure that a record of visitors is maintained;
7	encourage children to learn about personal hygiene through the daily routine;
7	obtain written parental permission to seek any necessary emergency medical advice or treatment.

12	develop a system to ensure that parents are kept informed about their children's developmental progress.
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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 Wildwood Playgroup is good. It enables children to make very good progress towards the early learning goals in their knowledge and understanding of the world and generally good progress in all other areas of learning.

The quality of teaching is generally good. Staff have a good understanding of the early learning goals. They plan an interesting and varied range of activities to ensure that children's individual needs are met. Staff observe and assess aspects of children's development and learning regularly, and draw on these assessments when planning what the children need to learn next. However, staff do not provide sufficient opportunities for children to investigate and develop writing skills and explore different purposes of writing. Children's awareness of the written word is limited. Staff are skilled at developing children's vocabulary. They engage the children in purposeful dialogue and encourage them to talk about what they are doing. Opportunities to consolidate and extend children's learning through everyday activities are sometimes missed.

The leadership and management of the playgroup is very good. Staff are clear about their roles and responsibilities and work well together as part of a team. Staff are valued through positive leadership and are encouraged to share ideas for planning and change. A system is in place to monitor the quality of teaching. Staff are committed to improvement. They are enthusiastic about further training and attend appropriate childcare courses to improve their skills and knowledge.

The partnership with parents and carers is generally good. The playgroup encourages parents to participate and become involved in the playgroup. Staff are friendly and approachable and parents are given general information about the provision and their child's day. There is no system in place for keeping parents informed about their child's developmental progress.

What is being done well?

- Children are developing good relationships with adults and each other. They are learning to co-operate and are confident to talk in both large and small groups. Children enjoy coming to playgroup, are enthusiastic and confident.
- Staff plan activities to provide a balanced and interesting range of experiences. Children are actively involved in their learning. They are confident and able to work independently.
- Children are developing a good understanding of the spoken word. Most children are able to use complex sentence structures, interact with others and take turns in conversation. They are able to model appropriate conventions such as listening to others and waiting until a person has finished before

speaking.

- Staff work well with parents. Parents are confident to leave their children at playgroup and find the staff friendly and approachable. Staff share information about the provision and keep parents informed about their children's day on a daily basis.

What needs to be improved?

- the attention given to increasing children's awareness of print, the sounds of letters and words, and opportunities for children to recognise their own name in print;
- the procedures for ensuring that parents are kept fully informed about their children's developmental progress;
- the provision of opportunities for children to investigate and develop writing skills and explore the different purposes of writing;
- the ability of staff to recognise opportunities to extend children's imaginative play and learning.

What has improved since the last inspection?

The playgroup has made improvements since the last inspection and has implemented all of the key issues raised. Group work is now carried out with small groups of children instead of the whole group at one time. This has shortened the length of time the group activity takes enabling children to maintain interest and concentration. Staff have developed their knowledge and understanding of information technology. The children have regular opportunities to use the IT equipment and staff are able to work with the children to develop their IT skills. Appropriate IT programmes are used to maintain children's interest and increase their learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children make generally good progress in personal, social and emotional development. They are encouraged by staff to co-operate with each other and are taught how to share, take turns and negotiate. Children are building good relationships with adults and each other and are able to initiate interactions. Staff act as positive role models in helping children to develop an understanding of right and wrong. Children's independence is fostered through familiar routines.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children make generally good progress in communication, language and literacy. Most children have a very good vocabulary and are able to talk confidently with staff and each other. Children listen attentively to stories and are able to compare them to their own experiences. Children have limited opportunities to use writing materials and to see writing for different purposes. Children enjoy books and handle them carefully. Children have few opportunities to recognise their own names.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children make generally good progress in mathematical development. Children are learning how to use numbers in everyday situations. Most children can count reliable up to 10 and many children can count beyond 20. Children show that they recognise simple shapes through practical activities. They are able to compare similarities and differences between them.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children make very good progress in knowledge and understanding of the world. Children show curiosity, observe and manipulate objects by using all of their senses as appropriate. They show an interest in information technology and are developing IT skills. Children are developing an understanding of their own and other cultures and learning about disabilities. Staff provide positive experiences and civilities to promote equal opportunities.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children make generally good progress in physical development. Children are learning about their bodies and are developing the ability to move with control and co-ordination. Daily opportunities are provided for gross motor play indoors although children have limited access to outdoor play. Children are able to handle tools, construction and malleable materials safely and with increasing control.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children make generally good progress in creative development. Children enjoy role play activities and play confidently and imaginatively. Children are confident to communicate their feelings and respond to experiences although do not always have opportunities to develop imaginary experiences. Children recognise primary colours and most also recognise secondary colours. They are able to explore colour, form and space.	

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

- increase children's awareness of print, of the sounds of letters and words and opportunities for children to recognise their own name in print;
- ensure that parents are kept fully informed about their children's developmental progress;
- provide opportunities for children to investigate and develop writing skills and explore the different purposes of writing;
- develop staff awareness of opportunities to extend children's imaginative play and learning.

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.