



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 102959

DfES Number: 545214

INSPECTION DETAILS

Inspection Date 26/04/2004
Inspector Name Christine Powlesland

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Stratton Playgroup
Setting Address Stratton Primary School
New Road, Stratton
Bude
Cornwall
EX23

REGISTERED PROVIDER DETAILS

Name The Committee of Stratton Pre-School Playgroup Committee

ORGANISATION DETAILS

Name Stratton Pre-School Playgroup Committee
Address New Road
Stratton
Bude
Cornwall
EX23 9AP

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

Stratton Playgroup opened in 1983. The playgroup occupies its own premises, which are in the grounds of the local Primary School. The group has access to a large playroom with two adjacent toilets and an entrance hall containing a kitchen area. There is also an adjacent outdoor play area belonging to the group, which is fenced and provides grass and tarmac play surfaces.

There are currently 31 children from 2 to 5 years on roll. This includes 19 funded 3 year olds and 8 funded 4 year olds. Children attend for a variety of sessions. There are no children with special needs or who speak English as an additional language attending.

The group opens five mornings a week during term time, with sessions from 09:00 to 11:45. They also open Tuesday afternoons from 12:45 to 15:15. A toddler session is held in the same room on Wednesdays from 13:30 to 15:30. One full-time member of staff and three part-time staff work with the children. Half the staff have early years qualifications to NVQ level 2 or 3. One staff member is currently working towards a recognised early years qualification. The group has a supportive committee and receives support from a teacher/mentor from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Stratton Playgroup provides good care for children. It is managed by experienced staff and careful records are kept of everyone attending the group, including visitors. The parent rota enables all staff to work closely with the children. Planning is comprehensive and offers children a wide range of experiences. The premises are secure and the playroom is well organised, with different areas for quiet, messy and physical play. There is an extensive range of equipment which is stimulating and appropriate for the ages of the children attending, although storage of this at child level is limited. Documentation is kept secure and confidential, however some policies are incomplete.

Staff are very aware of safety and supervise the children closely, always ensuring the adult: child ratio is met. Fire safety is given high priority with regular fire drills held and recorded. There is no current risk assessment available. Good hygiene practices are a strength of the group and children are independent in their personal hygiene. Children enjoy the social cafeteria time when a healthy and nutritious snack is offered. Drinking water is always available for them to access. Staff know the children well and meet their individual needs. They are aware of child protection procedures.

A stimulating range of activities are offered and staff value the children and question them to encourage thinking. Children are happy and confident. They are interested in learning, can listen carefully and freely choose their own play experiences. Activities are adapted well to meet the developmental stages of each child. Staff are excellent role models and deal with any behaviour problems in a swift and appropriate manner, using praise as a reward.

Relationships with parents are good and information is exchanged informally. Parents speak warmly of the group and are involved on a rota basis. The committee of parents offers strong support to the staff.

What has improved since the last inspection?

At the last inspection the group agreed to obtain written permission to the seeking of any emergency medical advice or treatment. This is now on the consent form parents sign before their child attends the group. They were to detail how the qualification requirements would meet the national standards. The supervisor is now qualified to NVQ level 3 and two of the three other staff have qualifications to NVQ level 3 and 2. All required persons were to submit to a vetting procedure and all staff and the three committee officers have done this and the rest of the committee are to complete checks also. A policy for the administration of medication was requested and this has been provided. Fresh drinking water has now been made available for the children to access freely and nappy changing facilities are now available.

What is being done well?

- Children are offered a wide range of experiences and activities which meet all areas of their development. They enjoy a free choice of play both indoors and outside.
- Children are confident, interested in learning and can listen carefully.
- Good hygiene is promoted and children manage their personal hygiene independently.
- Behaviour is generally good and staff manage any disputes in a consistent and appropriate manner, using praise as a reward.
- Parents are closely involved with the group. They strongly support the staff on the voluntary committee and also in the daily routine of the group when they attend on the rota.

What needs to be improved?

- the regular review of policies and completion of all documentation to meet the national standards.

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
14	Ensure that all records are regularly reviewed and all policy documents are complete.

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

How effective is the nursery education?

Stratton Playgroup provides good-quality nursery education overall which enables children to make generally good progress towards the early learning goals. Provision for their personal, social and emotional development, mathematical development, communication, language and literacy, as well as their knowledge and understanding of the world is very good.

The quality of teaching is generally good. Staff know the children well and work directly with them, providing activities which are adapted for the children's individual stages of development. The indoor space is organised to create an interesting environment and staff use questioning well to encourage the children to think. Outdoor play is often seen as recreational and is not always linked to the early learning goals. Planning includes the activities and the resources needed and staff are familiar with the early learning goals.

The leadership and management of the group are generally good. The strong parent's committee is supportive of the staff. The supervisor leads the staff well during the sessions, suggesting the adaptation of activities as required. Staff effectively monitor how children make progress and daily evaluations are made of the success of activities, however there is no system in place to manage the professional development of the staff.

Partnership with parents is generally good. Parents are positive about the group and feel their children are happy and developing good social skills. A parent rota enables them to be closely involved in the daily running of the group and they are given good information about the setting and the educational provision. Children take home books to share and parents can verbally share information with their child's key worker before or after a session. There is no formal way of recording that all parents know of their child's progress.

What is being done well?

- Children are confident and manage personal hygiene tasks independently. They are able to listen quietly for short periods of time and concentrate well on tasks.
- Children's mathematical skills are developing through the provision of interesting practical activities and meaningful play.
- The supervisor leads the staff well and activities are adapted during the session to meet the children's individual stages of development. Staff work directly with the children and have a good knowledge of their progress.
- Parents speak positively about the group and are closely involved both in the daily rota and the parents committee.

What needs to be improved?

- the evaluation and management of the professional development of the staff
- the continuation of expanding the musical experiences available to the children
- the use of outdoor play to include the early learning goals and not just as a recreational activity
- the formal recording to ensure that all parents are aware of their children's progress.

What has improved since the last inspection?

Generally good progress has been made since the last inspection. The routine of the morning has been altered and children now look at books independently before they join together for a group story session. The organisation of the session has been changed and children are often now in smaller groups, where they learn to share and to join in activities, as well as in large groups. Children have independent access to a cassette recorder where they listen to story tapes, and free access to a computer is now also available. Musical experiences are being developed and children can use the piano freely. A range of instruments is provided but children can not access these without staff. Dance and singing are included in the planning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident, have formed friendships and play well together in small groups. They concentrate well on tasks and can sit quietly in a large group for short periods, such as story or circle time. They relate well to the staff, who know them well, and are learning to take turns and to share. They choose between activities and manage personal hygiene tasks independently.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children talk confidently about their actions, homes and can discuss the past. They enjoy looking at books and listening to stories, joining in with the refrain. Books are used independently for reference, such as to find out what the caterpillars will turn into. They recognise their first names and letter sounds. They use one-handed tools well and ascribe meaning to marks in paintings. Imaginative play, such as the post office, gives them opportunities to write for different purposes.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children use numbers to count in play and most can count up to five with confidence, with many can counting beyond this. They use positional and size language and discuss shape, putting the skittles into a triangle. They recognise when groups are the same and can then count these. They use jigsaw puzzles effectively and can count out the number of spoonfuls needed during an activity making bird feeders.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are able to explore and investigate freely and can discuss what will happen when the caterpillars change. They enjoy craft and building with different materials. They have opportunities to access simple programmable items and can use the cassette recorder and computer. Children discuss their families and show concern about living things, taking care to feed the fish each day and to water the 'acorn tree' on the interest table.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children use one-handed tools with control, such as glue brushes and scissors, which they understand must be used safely. They negotiate space carefully when riding bikes outdoors and enjoy using an obstacle course indoors, which they develop to include more complex movements. They climb confidently on the large indoor and small outdoor climbing frames, however outdoor play often seen as recreational. They observe the affect of activity on their bodies.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children explore different media and discuss texture and colours. They join in finger rhymes but instruments are not available for the children to freely access. Children develop imaginative games together and use props, such as play dough, from other areas of the room. They use their senses to explore the environment, exploring the bird seed and sultanas by smell and taste, feeling the feathers and watching the fish. They are competent at making patterns with stamps, painting and making models.

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

- make greater use of outdoor play by linking this to the early learning goals
- continue to expand the range of musical experiences available to the children
- introduce a way of recording that will ensure all parents are aware of their child'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.