



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 321496

DfES Number: 536920

INSPECTION DETAILS

Inspection Date	19/05/2004
Inspector Name	Ingrid Pine

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Holgate Playgroup
Setting Address	Acomb Road Holgate York North Yorkshire YO24 4AE

REGISTERED PROVIDER DETAILS

Name	The Committee of Holgate Playgroup 1022746
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ORGANISATION DETAILS

Name	Holgate Playgroup
Address	Acomb Road Holgate York North Yorkshire YO24 4AE

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

Holgate Playgroup has been running for over thirty years and is a voluntary run group. It operates from Holgate Methodist Church, Acomb and serve the local community. The group uses the first floor of the premises which has two rooms and an adjoining wide landing area. There is a large outside area which is suitable for outdoor play.

The group cares for 40 children of which 23 three year olds and two four-year olds are in receipt of nursery education funding. The setting offers support for children with special needs and who speak English as an additional language.

The group operates from Monday to Friday between 09:30 until 12:00, term-time only. Currently there are also two sessions for the younger children on a Tuesday and Thursday from 13:00 to 14:30. The group provides 24 places for children aged two and a half years to five years, although the majority of children leave to go on to nursery school before then.

The group has six members of staff, two of these work full-time. The majority of staff hold a relevant childcare qualification and several staff are working towards gaining a recognised qualification.

The group is a member of the Pre-School Learning Alliance and receives some support from the Local Authority.

How good is the Day Care?

Holgate Playgroup provides good quality care for children. There is a detailed operational plan in place containing relevant policies and procedures that underpin the day to day running of the day care. Staff are experienced and there is a commitment to an on-going programme of training. Space is well organised and children have access to a broad range of equipment and resources.

Staff work well together as a team to ensure the care, safety and welfare of the

children is paramount. The environment is clean, warm and welcoming to children and parents. There is high awareness of health and safety procedures and children have a good understanding of hygiene routines.

Children throughout the setting are happy and settled. They receive constant support and reassurance from staff. There is a good range of play materials which is age appropriate and mostly meet the children's needs. Activities are well-planned to give the children new experiences and encourage them to learn more. Behaviour throughout the setting is very good. Children have clear boundaries and positive behaviour is praised and encouraged.

The setting has an active, supportive parents committee. Trusting and friendly relationships with parents are evident and they are kept well informed of the children's day to day activities. Parents sometimes contribute to their children's developmental assessment records.

What has improved since the last inspection?

At the last inspection there were several actions relating to organisation and training of staff, upgrading policies and procedures and safety issues. Staff have recently completed training courses to upgrade their qualifications to levels three and two respectively and now meet the required standards. A new operational plan has been devised and implemented. This includes comprehensive policies and procedures on child protection, recording of incidents emergency evacuation, complaints and administration of medication. The new committee and recently promoted supervisors have worked very hard to address all the required actions ensuring that children are cared in a safe environment by well qualified and informed staff.

What is being done well?

- Staff work well together as a team and are committed to a programme of ongoing training. They have a good working knowledge of the daily routines, policies and procedures which are individual to the setting. This has developed a confidence in their roles and has a positive impact on the children. Staff have a friendly approach, making everyone feel welcome. Parents are encouraged to liaise with key workers and stay with their children until they are settled.
- Children enjoy the secure and happy environment. They are confident and have a warm relationship with the staff and each other.
- The setting provides a broad range of resources and activities which are well planned and give children to give a variety of stimulating and fun experiences.
- The setting is well laid out and resourced with good quality equipment. Good use of displays and children's work creates a bright and interesting environment. This shows appreciation of children's creativity and raises their self-esteem.
- Staff manage behaviour effectively. They encourage and value good

behaviour in the children. The children relate well to each other and begin to understand the consequences of unacceptable behaviour. The children are considerate towards one another, take turns and share play equipment.

- There are trusting and friendly relationships with parents and carers. They are kept well informed through good communication links which include access to children's files, daily discussions and a parents notice board.
- The parents and committee work hard and are pro-active in contributing to the group.

What needs to be improved?

- the suitability checks for some staff to bring them up-to-date
- the range of equal opportunities resources, particularly relating to promoting children's knowledge of cultural and racial diversity
- the arrangements for parents to make contributions to their children's development records.

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
9	Develop equal opportunities resources, particularly in relation to knowledge of cultural and racial diversity.
1	Pursue updating of Criminal Records Bureau checks for some members of staff.
14	Devise an effective process for parents to contribute to children's development records.

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

How effective is the nursery education?

Holgate Playgroup is a good nursery where children enjoy learning. Currently 23 of the 25 funded children are 3-year-olds. Staff create a friendly and welcoming atmosphere and children make very good progress in their physical development. They make generally good progress in all other areas. Teaching is generally good. Staff have a reasonably sound understanding of the foundation stage which has been achieved through working together as a team. They are committed to further training to develop their knowledge and practice.

A range of well planned and continuous activities ensures children's interest is sustained and they are well motivated to learn. However there are some missed opportunities for children to use their writing skills and to develop individual creativity. There is an assessment system in place but this is not yet used fully to evaluate children's progress and inform future planning. Behaviour is managed very well. Strong and trusting relationships are evident between the staff and children. They respond well to positive praise and encouragement.

Leadership and management are generally good. There is a high level of support from the committee. There is a shared commitment towards improvement of the care and education provided by the group.

Partnership with parents is good and they speak highly of the setting. They receive useful information on various aspects of children's development. Parents have access to their children's records. A system to encourage them to contribute towards their children's development needs to be explored. There is an open door policy and parents have the advantage of having a key worker responsible for their children.

What is being done well?

- Children are effectively encouraged in their personal, social and emotional development and are well motivated towards learning. They are confident, independent and have good relationships with each other and the staff. They work well together in large and small groups.
- Children's health and physical development is well promoted. They have good co-ordination and enjoy movement and music. Good staff interaction and continuous activities create an interesting environment where children learn through play. They particularly enjoy playing imaginary games, physical play, stories music and singing.
- A sense of community is well fostered and children are very secure in their environment.
- Partnership with parents is given high priority and they receive useful information about the setting and their children's developmental progress.

- Staff and committee are working hard to improve the quality of the care and education provided by the group, often in their own time. They are committed to further training and developing good practice.

What needs to be improved?

- the opportunities for children's free expression in art and craft
- the opportunities for children to 'write' letters and numbers freely and independently.
- the opportunities for more able children to practice writing for a purpose
- the opportunities for children to practice their writing skills
- the system for encouraging parents to contribute what they know to their child's developmental records.

What has improved since the last inspection?

not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children enjoy attending playgroup and are well motivated towards learning. Most children sit and concentrate at group times and confidently speak out to express their feelings and ideas. Children's independence is encouraged and they take responsibility for selecting their own tasks and their personal care. They establish good relationships with each other and play co-operatively. Children respond well to the boundaries set for them by staff and consequently their behaviour is mostly good.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children's language is developing well as a result of good staff interaction. They engage enthusiastically in conversation with staff, each other and when organising their play. Several children recognise their own name in print. Some can link sounds to letters but have limited opportunities to attempt writing for a variety of purposes. Children show an interest in stories at group times and enjoy looking at books independently.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Most children can count reliably up to five and the more able well beyond. Some more able three year olds recognise and use numbers up to five. The more able can make some logical deductions about calculating and know more or less than. Children can recognise and name basic 2D shapes and relate them to shapes in the environment. They observe and use positional language and have a good understanding of shape and size. However they rarely practice writing numbers in practical play experiences.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children investigate and observe patterns and textures in objects such bark and shells and they learn about the natural world through topics on wild animals and mini-beasts. They fasten and join materials. They can operate simple mechanical toys such as torches and remote controlled cars. They learn about their own environment and touch on other cultures. They discuss events in their lives and have an simple understanding about families and their own community.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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All children show an awareness of space as they move confidently and safely. They use a range of large and small equipment to develop their co-ordination. They show an awareness of their bodies and what keeps them healthy and helps them to grow such as eating fruit. They can control their own body movements through music, movement and dance. They develop skills by handling tools and materials such as scissors, paintbrushes and malleable materials.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children have regular opportunities to explore colour shape and texture using their senses through planned activities such as painting, collage and bark rubbings. However they sometimes use pre-cut shapes and have less opportunity for spontaneous and free creative expression. They explore sounds and rhythm and enjoy singing songs. Regular sessions are held in music and movement. Children enjoy creating real and imagined experiences through good role play.

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 all children's awareness of the different purposes of writing words and numbers and give opportunities for them to be used practically in every day play experiences
- enhance opportunities for children's free expression in art and craft
- develop a comprehensive plan for assessing and evaluating children's developmental progress
- devise a system that encourages parents to contribute what they know to their child's developmental records.

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.