



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 109387

DfES Number: 519041

INSPECTION DETAILS

Inspection Date 09/06/2004
Inspector Name Susan McCourt

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Beckley Playgroup
Setting Address Beckley Village Centre
Main Street, Beckley
Rye
East Sussex
TN31 6RN

REGISTERED PROVIDER DETAILS

Name The Committee of The Management Committee

ORGANISATION DETAILS

Name The Management Committee
Address Beckley Playgroup
Beckley Village Centre, Main Street, Beckley
Nr Rye
East Sussex

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

Beckley Playgroup is a well-established, committee-run group situated in Beckley Village. The playgroup is open from 09:00 to 12:00 Monday to Friday, term times only. On Mondays, Wednesdays and Fridays, children can stay until 13:00 for the lunch club.

The playgroup meets in the Beckley Village Centre. It is registered to offer sessional day care for 30 children aged two to five years. On Thursdays, the playgroup uses a smaller hall which is only registered for 22 children. Currently, 38 children attend the playgroup throughout the week. They are drawn mainly from the village and outlying areas. There are 17 funded three-year-olds and 11 funded-four-year-olds, none of whom speak English as an additional language or have special needs.

The playgroup uses the large hall in the Village Centre on four days of the week and a smaller hall one day per week. There is a field for outdoor play which is accessed from the car park and all children are supervised as they go to and from the building.

There are five members of staff, three of whom are qualified, and one of whom is currently training. The staff receive support from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Beckley Playgroup provides good quality care for children. Staff have a range of qualifications and experience and are well-deployed to ensure that children get optimum attention. Staff ensure that the hall is a bright, stimulating place to play. There are sufficient toilets in the building, though only one is made available. The policies and procedures that guide the group are regularly reviewed.

Excellent regard is given to children's safety and all staff keep up to date with their First Aid training. Children can choose at what time they have their snack and healthy options are always available. Parents provide the food for lunch club and staff eat alongside the children to promote social meal-times. Staff work closely with

parents to ensure that they are well-informed about children's needs. The staff team are experienced with children with special needs and liaise with other professionals to promote the development of the child. Staff have a good working knowledge of the child protection procedures and ensure that the welfare of the child is paramount.

Children are given good support to ensure they feel confident in the group when they start. The routine allows for free play, small and large group activities. The younger children have a separate group time to meet their needs more closely. Staff play alongside the children, developing their ideas and building self-esteem. Staff plan for the children's learning and are skilled at observing their progress. Staff are committed to equal opportunities and are working towards expanding their resources to reflect the wider world. Staff are skilled at handling the children's behaviour in a positive way.

Parents have access to all the policies and procedures that guide the practice of the group. They are also regular volunteers and can work on the committee. Staff are always available to meet with parents and at the end of the year, parents receive a folder of their child's work, showing their development.

What has improved since the last inspection?

Not applicable.

What is being done well?

- The staff and committee have a very positive attitude to developing the group's practice. They are open to ideas and work effectively together to achieve their aims.
- The staff team are very skilled and experienced, talking and playing with the children to develop their ideas. Children are confident, independent and have good self-esteem as a result.
- The staff are very knowledgeable about the children in terms of their individual needs and their progress through the stepping stones in the Foundation Stage.
- Children can choose what time they have their snack as the table is staffed throughout the morning. This means that children can carry on their play to its natural conclusion before taking a break. Snacks are healthy and the atmosphere at the table is chatty and sociable.

What needs to be improved?

- the access arrangements for the toilets
- the resources that reflect the wider world.

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
4	Improve children's access to the toilets.
9	Ensure that children have an appropriate range of resources that promote equality of opportunity and anti-discriminatory practice

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 Beckley Playgroup is acceptable and of good quality. Children are making very good progress towards the early learning goals in personal, social and emotional development, knowledge and understanding of the world, physical development and creative development and generally good progress in mathematical development and communication, language and literacy.

The quality of teaching is generally good. Staff have a good variety of qualifications and experience and are very familiar with the Foundation Stage. The group has devised a two-year curriculum to ensure that all areas of learning are covered and that children's interest is sustained. Plans give detailed notes about what the learning intentions are, but staff do not always gather the variety of resources which would ensure their achievement. Evaluations are made of what each child has achieved in an activity which is transferred to a tick list of the stepping stones. While ensuring that each child's progress along the stepping stones is noted, this method of assessment does not reflect the rich variety of observations that staff have made about what children can do.

The leadership and management of the group is very good. A new management team has been in place since September 2003 and is working very effectively. Regular meetings ensure that any training needs are addressed. All staff are committed to the continual development and improvement of the group and take a full part in bringing ideas forward.

The partnership with parents is generally good. A new introductory pack is newly available for parents giving good information about the group. Parents are welcome to volunteer in the group and can join the committee to take a more active part in the organisation. Staff are available at the beginning and end of the session to talk with parents about their child, and at the end of the year, parents are given a folder of their child's work and progress.

What is being done well?

- Staff are very good at supporting the children's independence. The routine has been established so that children help tidy up, choose their own snack time and select their own materials for art and craft.
- Staff know the Foundation Stage well and ask questions that help the children think about what they are learning. Staff also help children to solve problems by suggesting alternatives from which the child can choose.
- The staff team and committee work effectively together at monitoring and improving the provision for the children.

What needs to be improved?

- the planning and resourcing of activities to ensure that learning intentions are fully met
- the assessment process, to ensure that staff give a good reflection of what the child can do
- the presentation of the book corner, to ensure that children can use and enjoy books more easily.

What has improved since the last inspection?

At the last inspection, the provider agreed to re-organise the group times to allow for the different concentration spans and abilities of the children. Staff now separate the children at group time so that the younger children can enjoy a more appropriate choice of story and conversation. The three- and four-year-olds are in a different part of the hall and are encouraged to listen and also contribute their thoughts and ideas.

The second key issue to be addressed was related to children's self-expression and communication of ideas. Children are encouraged to develop their own ideas in play by having access to a good variety of play materials at all times. Children are also encouraged to take part in making pictorial records in themed activities, such as a chart of the children's eye-colours. In group times, staff ask open questions and value what children say.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children come into the group enthusiastically and enjoy friendly chats with staff and each other throughout the session. Children are interested in what they do and stay with activities for extended periods. Staff foster independence appropriately and children wash their hands, pour drinks and choose when they would like their snack. Children learn to take turns, co-operate and share. They also are keen helpers, asking to tidy up and help staff. Children enjoy talking about their experiences.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Staff value what children say and this is reflected in the children's confidence to speak. Children enjoy stories and select books on their own, although the books on the shelves are not well-presented. Children can recognise their own name, and staff are working towards increasing the amount of print children see in the room. Children can identify letters of the alphabet and are encouraged to write their own names on their work. Staff praise all attempts at writing.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children count confidently up to 10 and beyond, using numbers spontaneously when playing. They can identify numerals and enjoy singing counting songs. Children learn simple addition and subtraction in games and when sharing food at snack time. Children learn about capacity and measurement in practical activities. Staff encourage children to solve problems by suggesting different solutions and allowing the child to choose. Children identify shapes and use comparative language to describe size.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children learn about change and growth by planting seeds and also by monitoring their own growth through the year. Children enjoy a variety of crafts such as woodwork and making puppets. Children use the computer on their own and use other technological toys and equipment in the role play activities. Children talk about their recent past in small groups and learn about their local environment. Children learn about a diverse range of interesting festivals from around the world.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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The staff make excellent use of the new outdoor area and children move freely in the large space. Staff teach children to throw and catch, balance on beams and stilts, and ride a variety of bikes. Staff teach children elements of health such as why hand washing is important, and children are aware of sun safety. Children learn how to handle knives and scissors safely. Staff ensure that children have lots of opportunities to handle small objects and tools with increasing control.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children make a variety of art and craft objects including sculptures. Staff ensure that children have a wide choice of materials at each session from which to choose. Children sing confidently and know a range of songs, singing spontaneously when an activity reminds them of one. Children play with a variety of instruments and dance to different types of music. Staff alter the home corner into a good variety of other shops and places and children develop their own stories and games as a result.

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

- improve the planning and resourcing of activities
- ensure that the assessment process accurately reflects what the child can do
- enhance the presentation of the book corner.

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.