



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 109894

DfES Number: 583238

INSPECTION DETAILS

Inspection Date 25/11/2003
Inspector Name Marilyn Joy

SETTING DETAILS

Day Care Type Full Day Care
Setting Name SCHOOL LANE PLAYGROUP
Setting Address WALLOP COUNTY
SCHOOL LANE, NETHER WALLOP
STOCKBRIDGE
HAMPSHIRE
SO20 8EH

REGISTERED PROVIDER DETAILS

Name The Committee of SCHOOL LANE PRE-SCHOOL
COMMITTEE

ORGANISATION DETAILS

Name SCHOOL LANE PRE-SCHOOL COMMITTEE
Address WALLOP COUNTY
SCHOOL LANE, NETHER WALLOP
STOCKBRIDGE
HAMPSHIRE
SO20 8EH

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

School Lane Playgroup opened in 1981. It operates from two adjoining classrooms in the primary school grounds and serves the local area.

There are currently 16 children from 2 years to 5 years on roll. This includes 7 funded 3-year-olds and 2 funded 4-year-olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs. It would support children who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 09:00 until 12:00 and 09:00 until 15:00.

There are two full-time and two part-time staff working with the children. Half the staff have early years qualifications to NVQ level 2 or 3. The setting receives support from a teacher from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

School Lane Playgroup provides good quality care for children. A stimulating and welcoming environment is provided where children and parents feel confident and secure. Space is organised well to provide defined areas for a variety of indoor and outdoor activities. An exciting range of resources are attractively set out to interest children and encourage them to explore independently. Clear policies and procedures are in place for the daily operation of the playgroup however these are not always shared formally with parents or included in the induction for staff. All documentation is in place.

Effective risk assessments are carried out to ensure safety is maintained at all times. Staff observe good health and hygiene practices and provide nutritious snacks. Equal opportunities is reflected throughout and effective support is provided for children with special needs.

A well planned learning environment supports children's development. Clear and consistent behaviour management strategies are agreed with parents. Praise and encouragement is used to promote positive behaviour and children respond well.

Parents are provided with a range of information and are encouraged to be involved in the playgroup. They receive a welcome pack and regular newsletters. Information leaflets and details of the committee are displayed in the foyer. Staff communicate with parents daily regarding children's progress and individual needs.

What has improved since the last inspection?

not applicable

What is being done well?

- Parents are encouraged to be involved in the playgroup. Information is exchanged verbally or through a home-link diary. Regular newsletters keep parents up to date and include activities to share with children at home. Children's records are always available. They include a detailed evaluation of activities and show how children are progressing.
- Staff have a sound knowledge of individual children's needs and respect parent's wishes regarding their care. Staff share information about topics to ensure parents are aware of the activities children will be participating in. Children have access to resources and support.
- An excellent range of resources is rotated to provide a range of stimulating activities. The role-play area, books and songs are carefully planned and linked to the topic. Children can access toys and equipment easily. They develop their physical skills indoors and outdoors.
- Staff interact positively with children, extending their language and understanding. Children relate well to others, are involved and interested in their play.
- Staff have a sound knowledge of health and safety and promote an awareness with the children. Children are developing good hygiene practices. They wash their hands independently after messy play and toilet. They are becoming aware of the rules of the setting and how to use resources safely.

What needs to be improved?

- induction procedures to include all aspects of the provision
- policies and procedures.

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
2	Develop induction procedures to cover all policies and procedures including knowledge of the early learning goals.
12	Update policies and procedures and share with parents.

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 School Lane Playgroup is of good quality. Children are making generally good progress towards the early learning goals.

The quality of teaching is generally good. Staff provide a well planned and stimulating learning environment. Excellent resources are used effectively to support children's learning in most areas. Attractive displays of children's work decorate the room. However the very good number and mathematical displays are not always used to reinforce children's understanding. Staff use consistent and positive behaviour management strategies. They help children to understand what is expected of them, to show consideration for others and to learn to co-operate. Most staff have a sound understanding of the early learning goals and use this knowledge to extend children's language and understanding effectively. However the organisation of group time is not always effective so opportunities to extend activities are sometimes missed.

Partnership with parents is very good. They are provided with a range of information about the setting and the early learning goals. They are encouraged to be involved in their child's learning. They receive termly newsletters which include details of the topics and ideas for parents to support learning at home. Comprehensive evaluations of activities are shared with parents. Parents value the supportive and friendly relationships with staff.

Leadership and management is very good. The committee of parents as well as effective daily leadership provides a clear management structure that supports, staff, children and parents. Regular evaluations of the nursery education are used to develop and improve the provision. The committee has a commitment to further training in order to support continued improvement.

What is being done well?

- Partnership with parents is given a high priority. Parents are given a range of information about the playgroup and how they can support their children's learning at home. They have information about the topics and suggested books and songs they can share with their child.
- Staff use the very good range of resources to provide a well planned learning environment where children can engage in rich and stimulating experiences. They plan an exciting range of topics to develop children's interests and incorporate children's learning into practical activities.
- Children are developing confidence and self-esteem. They form positive relationships with staff and each other. Staff initiate conversations and encourage children's communication skills. Children are learning to co-operate and express themselves.

- Children are developing their physical skills well. They move with increasing control and co-ordination when using small and large equipment, indoors and outdoors. They use a variety of tools and materials creatively and safely.

What needs to be improved?

- the organisation of group activities to ensure appropriate support and challenges are provided to extend all children
- opportunities for children to recognise and use numbers, and to develop their mathematical skills during everyday activities.

What has improved since the last inspection?

At the last inspection the setting was asked to enhance the programme for creative development by providing more opportunities for children to use their imaginations through musical activities and explore sound. The setting has obtained more musical instruments and these are freely available in the dedicated music area for children to explore on a daily basis. Staff encourage children to think about sound and rhythm when beating the drum and singing. They incorporate musical and sound activities into the weekly planning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children arrive confidently. They form positive relationships with each other and adults. They play co-operatively, negotiate and take turns when playing in the sand. Group activities are sometimes disrupted which sometimes limits the extension activities for the more able. Children are developing independence. They put their aprons on for messy play and help each other with the fastenings. Most manage their own personal hygiene, use the resources confidently and help to tidy away.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children have a growing awareness that print carries meaning. Pictures on name labels help children to recognise their name and link sounds to letters. Some are aware labels provide them with information and use the picture to predict the words. Children enjoy stories and rhymes. They join in with familiar stories and recall what they liked after listening to new stories. Children are developing co-ordination and skills for writing when painting and drawing.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are beginning to count with confidence. They use numbers in their play and count how many objects have. Number displays and the mathematical area are very good however children do not regularly use them to reinforce number recognition or solve problems. Children are developing an awareness of patterns, shapes and size. They look at natural patterns in the environment and create patterns for themselves. Many concentrate on making puzzles and fitting shapes together. Some can name shapes.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children investigate the world around when exploring the grounds and through a variety of topics. They find out about animals who hibernate, they make houses and learn about the seasons. They investigate change when adding glitter to playdough or when cooking. They explore floating and sinking and watch frost melting. Children have a growing awareness of time. They talk about events in their lives such as having an injection and recall past activities such as pretending to be fireworks.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are developing control over their bodies. They create different shapes with their bodies during exercise activities. They become broad beans and runner beans. They stretch, crouch and jump. They ensure they have enough space to run around. Children demonstrate increasing skill in using equipment and materials. They use spades and trowels in the sand and manoeuvre push chairs. They are developing control over mark-making implements. They draw lines and circles on small and large sheets.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children explore a variety of materials and mediums such as foam, dough and sand. They describe what they feel like and how they can use them. They mix and name colours when painting. Children use their imagination when playing with small world figures. They build their own castle and fort in the sand. They negotiate who can join in and how the play develops. Children join in with words and actions of familiar songs and rhymes. They develop stories in the well-planned role-play activities.

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 organisation of group activities to ensure appropriate support and challenges are provided to extend all children
- provide opportunities for children to recognise and use numbers, and to develop their mathematical skills during everyday activities.

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.