



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 219990

DfES Number: 518167

INSPECTION DETAILS

Inspection Date	24/09/2004
Inspector Name	Sarah Measures

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Brigstock Playgroup
Setting Address	The Village Hall Bridge Street Brigstock, Kettering Northamptonshire NN14 3ET

REGISTERED PROVIDER DETAILS

Name	Brigstock Playgroup 1027788
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ORGANISATION DETAILS

Name	Brigstock Playgroup
Address	The Village Hall Bridge Street Brigstock, Kettering Northamptonshire NN14 3ET

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

Brigstock Playgroup was founded in 1972. It operates from a modern village hall and has use of the main hall and an annexe room, kitchen, toilets and outdoor play area. The playgroup serves Brigstock and the surrounding area.

There are currently 18 children from two years and six months to under five years on roll, including 10 funded three year olds. Children attend a variety of sessions each week. The playgroup supports children with special educational needs. There are currently no children in attendance for whom English is a second language, although children do attend who have English as a dual language.

The playgroup opens five mornings a week during school term times. Sessions are from 09:15 to 11:45. Six full and part time staff work directly with the children. The manager has a qualification equivalent to NVQ level three and the deputy is working towards this qualification.

The group is affiliated to the Pre-school Learning Alliance and receives support from a teacher/mentor from the Early Years Partnership.

How good is the Day Care?

Brigstock Playgroup provides good care for children. Premises are modern and welcoming and are well organised to meet the needs of the children. There are very good indoor and outdoor play areas and facilities. Although the playgroup is still working towards maintaining minimum standards for qualifications, staff are confident in their roles and are well deployed to offer children good adult support. There is a good variety of toys and resources accessible to children that are challenging and used to provide a balanced range of activities that promote all development areas. Systems for keeping records are in good order to ensure the safe and efficient management of the provision.

Staff are aware of safety issues and children are well supervised to ensure their safety in indoor and outdoor areas at all times. There is an ongoing system of risk

assessment to ensure a safe environment is maintained. Most staff have a qualification in first aid and accidents are well recorded, although significant incidents have not been referred to Ofsted as the regulator. Staff are active in promoting the good health of children and there is a sick child policy in place to protect children from infection. Staff have an understanding of the different types of child abuse, although not all are fully aware of referral procedures.

A broad range of well organised activities and experiences is planned for the children within well organised but flexible routines. This provides opportunities to follow children's interests. Staff use careful language and explanations in order to develop children's understanding. Children are well occupied and clearly feel secure and as a result are well behaved.

Good effort is made to keep parents informed about the provision and of their child's progress. Staff are friendly and approachable and good relationships are established with both parents and children.

What has improved since the last inspection?

At the last inspection the playgroup agreed to ensure that strategies are in place to ensure minimum qualifications are met. This action was addressed, however subsequent staff changes mean that this is still an area to be improved.

What is being done well?

- Good staff deployment and organisation of space and resources ensure children are well supervised and given good adult support in a stimulating and safe environment.
- There is a very good selection of toys and resources accessible to the children. These are used to provide activities that are well organised and offer choice and variety. Children have the freedom to move between activities as they wish.
- The equality of opportunity policy is well implemented and the posters and resources that represent diversity encourage all children to feel welcome.
- Staff are skilled at using positive language and encouragement in order to develop self esteem and to encourage good behaviour. There is a consistent approach to managing behaviour and clear discussions are used to help children understand the consequences of the actions.

What needs to be improved?

- staff qualifications to ensure minimum standards are maintained
- knowledge of child protection issues to ensure all staff are aware of referral procedures
- the referral of significant incidents to Ofsted as the regulator.

Outcome of the inspection
Good

CONDITIONS OF REGISTRATION
<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
<i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i>

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 and implement an action plan detailing how at least half of all childcare staff will hold a level 2 qualification in childcare.
13	Develop staff's knowledge and understanding of child protection referral procedures.

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

How effective is the nursery education?

Brigstock Pre-school Playgroup provides high quality nursery education where children enjoy learning through playing with a broad range of interesting and exciting activities. Children make very good progress towards the early learning goals in all six areas of learning. Funded three-year-olds only were present at this inspection.

The quality of teaching is very good. The manager, supported by her part time staff, provides a stimulating and varied range of practical activities to help children learn. There are two areas that require minor development. Staff interact very well with the children and extend their individual learning through thoughtful and appropriate questioning. Staff manage children and their behaviour well. Curriculum planning for all children is very good and observations and assessments are used well by the manager to highlight areas for future learning although other staff lack confidence in this area. Very good systems are in place to support children with special educational needs to enable them to achieve to their full potential.

The leadership and management of the group is very good. The registered person and the playgroup manager work well together to ensure all staff understand their roles and responsibilities and work as a team to fulfil the clear aims of the group. Staff are supported and encouraged to undertake training and personal development to ensure the quality of learning for children continues to improve.

The partnership with parents and carers is very good. Parents are provided with information about the provision of nursery education, the policies, routines and activities within the group and how these help children learn and the part parents can play in their child's learning. Parents are provided with daily verbal reports on their child's progress, regular opportunities to look at and comment on their child's attainment records and an annual written report linked to the six areas of learning.

What is being done well?

- Leadership and management of the provision is very good. Staff are clear about their roles and responsibilities which ensures a well organised learning environment for the children.
- Children's personal, social and emotional development is particularly good. Staff support new children while they develop personal independence and begin to form relationships with their peers.
- Children are effectively supported to become independent learners in all areas of the curriculum.
- Staff are good role models for the children and manage them and their behaviour very well.

What needs to be improved?

- staff confidence in the use of observation and assessment and how it is used to inform future planning
- children's use of everyday technology and simple equipment to support their learning
- opportunities for children to attempt to write for a variety of purposes using different forms such as lists, stories, instructions.

What has improved since the last inspection?

Very good progress has been made since the last inspection in developing activities and routines which enable children to learn to calculate. Songs such as 'five currant buns in a baker's shop' with additional questioning by staff to aid children's calculating skills are regularly sung and enjoyed. At snack time children are invited to help staff count chairs, cups and pieces of food. Staff ask questions such as 'how many more' and 'how many now'.

Word cards are displayed around the playroom and all storage containers are labelled in pictures and words to develop children's recognition and understanding of a range of common words as an aid to developing children's reading skills.

As a result of the final point for consideration the group's long term plans now include details of how daily routines contribute to children's progress towards the early learning goals.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested, excited and motivated to learn. They are eager to get involved in activities and they are developing in self confidence and self esteem. Children are beginning to develop relationships with adults and peers, some children have particular friends. They are learning to work independently and as part of a group. They are beginning to understand about taking turns and sharing. Children have an awareness of the boundaries set and the behavioural expectations of the group.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Most children interact and talk well, speak clearly and are beginning to show an awareness of their listener. They are beginning to imagine and recreate roles and experiences and some children use talk to express their ideas and feelings. Children enjoy listening to and joining in with stories and they are aware that print carries meaning. Children are developing pre-writing skills through participation in a range of activities.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are learning how to say and use number names during playgroup routines and songs. Some children can count reliably up to ten and recognise the corresponding numeral. Children are beginning to learn about calculation through routines, songs and thoughtful staff questioning. By participating in a variety of activities children are developing a sense of shape, space and measure. Some children recognise shapes of everyday objects and are able to talk about and recreate simple patterns.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are learning to explore and investigate through activities with objects and living things. They are beginning to design and construct with a purpose in mind using a variety of resources and tools. Children can freely access audio equipment to listen to stories and sounds, however, there are limited opportunities to use other simple equipment and programmable toys to aid their learning. Children develop a sense of time and place by learning about people and their local environment.

PHYSICAL DEVELOPMENT

Judgement: Very Good

By participating in a range of activities children are learning to move with control and confidence. They are learning to use a range of small and large equipment. Children show an awareness of space for themselves when playing amongst other children. They are learning about good practices relating to their health and are developing an awareness of how their bodies change during exercise. Children are beginning to use one handed tools and equipment and are aware that they have to be used safely.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children are beginning to explore what happens when they mix colour and use a variety of media to construct in 2D and 3D. They engage in activities to develop their senses and are starting to make comparisons. Children are learning simple songs and enjoy experimenting with sounds when using musical instruments. They are learning to use their imagination in a variety of ways. They are beginning to introduce a narrative into their play and engage in role play based on first hand experiences.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

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- children's use of everyday technology and simple equipment to support their learning
- opportunities for children to attempt to write for a variety of purposes using different forms.

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.