



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY288505

DfES Number: 524565

INSPECTION DETAILS

Inspection Date	20/04/2004
Inspector Name	Alexandra Brouder

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Swinford Playgroup
Setting Address	Swinford Village Hall, 1 Chapel Street Swinford Lutterworth Leicestershire LE17 6AZ

REGISTERED PROVIDER DETAILS

Name	Mrs Mandy Jane Tidd
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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

Swinford Playgroup was established in 1990 and changed ownership in 2004. It is privately owned and registered to provide sessional care for up to 16 children from two to five years of age. It operates during school term times between the hours of 9:05 to 11:50 on weekday mornings. The playgroup runs from the village hall situated in the rural village of Swinford. The playgroup serves the village of Swinford and the surrounding area.

The playgroup is registered to accept nursery education funding. At present there are 27 children on roll. Children are generally grouped together in one room. They also have access to the entrance area, the toilets and the larger main hall. The intake of children reflects a variety of economic and social backgrounds but there is limited cultural diversity. At present there are no children attending for whom English is an additional language. Staff have experience of dealing with children identified as having special educational needs.

In total eight members of staff work with the children through the week, normally four members of staff work each session. Three members of staff hold recognised childcare qualifications and four more are studying to obtain them. The playgroup receives support from the local Early Years Development and Childcare Partnership through visits from a qualified teacher, and the local area Special Educational Needs Co-ordinator.

How good is the Day Care?

Swinford Playgroup provides satisfactory care to children. Children are able to access the available space well, and staff ensure that all areas are set out appropriately, and that all resources are easily accessed by all. However, the organisation of snack time needs to be addressed as this process can take too long to complete. Documentation is in place that supports the running of the group, although there are some gaps that the staff have been made aware of.

Health and safety are given high priority, and staff have developed records to record

all medication administered and any accidents that occur. They teach all children to have an awareness of their own personal hygiene. Staff provide support to a number of children who have Special Educational Needs. They plan well for these children and ensure that they are included in all activities. They recognise that everyone has individual needs that need to be met. However, there are limited resources that reflect race, culture and disability positively.

Toys and equipment that children are able to access are suitable and appropriate to their age and stage of development. Staff plan a curriculum to ensure that all areas of play and learning are covered effectively. However, the planning of the foundation stage is not always effective and this impacts on the appropriate challenges set for some children. Staff have high expectations for children's behaviour and set appropriate and achievable boundaries for all children. This in turn encourages the children to behave well and to be aware of themselves and others within the group.

Partnership with parents and carers is satisfactory. The group ensures that the parents and carers have access to all policies and procedures regarding the running of the playgroup. Staff provide parents with verbal feedback on a daily basis. They complete a written report on children at the start of their time and when they leave.

What has improved since the last inspection?

N/A

What is being done well?

- Children are generally interested and involved in their activities and show an understanding of what is expected of them.
- Staff establish a calm and relaxed atmosphere and help children show care and concern for each other and their surroundings by effective use of consistency, explanation and praise.
- Staff's support for children who have Special Educational Needs (SEN) is very good. They work well with outside agencies and offer an inclusive environment in which all children feel valued.

What needs to be improved?

- evidence of staff clearances, to ensure that all staff are suitable to care for children at the setting;
- organisation of snack time;
- children's access to a range of resources that reflect a positive image of race, culture and disability.

Outcome of the inspection

Satisfactory

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
1	Ensure that all staff clearance letters are available for inspection at all times.
2	Ensure that the organisation of snack/milk time is used effectively to ensure that children are not sitting for long periods of time unoccupied.
9	Ensure that children have an appropriate range of activities and 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?

Swinford Playgroup offers a satisfactory standard of nursery education where children develop a sound approach to learning and build secure relationships with staff and other children. Children make generally good progress towards the early learning goals.

Teaching and learning is generally good. Staff's knowledge of the early learning goals is developing although not all staff are secure in their understanding. This can impact on some aspects of the teaching, particularly within the area for physical development. Staff plan the curriculum, and present group activities in an enthusiastic manner. Medium term plans relate to relevant cluster groups, however, the short term planning does not link in to the stepping stones for individual children's learning, therefore opportunities to increase children's knowledge in some areas, are missed. Support for children with Special Educational Needs is good, and staff work well with outside agencies to ensure that the needs of all are met. Staff are beginning to develop the use of observation and assessment, but these do not inform planning. Staff manage behaviour well, and are consistent in their approach.

Leadership and management is generally good with staff fairly clear on their roles and responsibilities. Staff work well together as a team to create a secure and relaxed environment for children. The leaders role is new and she has begun to work on the areas of weakness within the setting, particularly the observation and assessment of children.

The partnership with parents and carers is generally good. There is a welcoming atmosphere and parents are encouraged to share what they know about their child. They receive useful information about the foundation stage through the prospectus. Notice boards and newsletters are used to inform parents and carers about themes and forthcoming events. There is currently no effective system to involve parents in the assessment of children's progress.

What is being done well?

- Staff encourage good skills for sharing and negotiating and these are developing well.
- A caring environment is created; relationships between the staff and funded children are good.
- There are effective arrangements in place for the identification of children with special educational needs. Staff offer very good support, liaise with parents and relevant agencies and set targets for the child to work towards.

What needs to be improved?

- children's ability to select their own resources;
- planning of the curriculum so that the learning intentions for children are clear, and that challenges are set to suit the individual stage and development of all children;
- staff involvement, and awareness, of planning and formulating of identified learning intentions to ensure that the implementation of the curriculum is effective and balanced;
- opportunities for parents to have effective involvement in the developmental assessment process for their child;
- opportunities for children to extend their knowledge and understanding of the world;
- staff's knowledge and understanding of the foundation stage.

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 work well in a group and are beginning to take turns. They are beginning to build good relationships with adults and their peers. They are developing their personal independence in the use of coats, but are not provided with regular opportunities to develop this area further. Children's behaviour is good, and they are generally considerate to the needs of others. Their sense of community is developing through a range of adult led activities.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children interact and talk well with adults and their peers. They are beginning to listen and show attention during story time. They take an active part in singing and rhymes. Children enjoy looking at books and are beginning to understand that print carries meaning. More able children begin to mark make and some form recognisable letters. However, there are few opportunities for them to extend on this. Opportunities for more able children to hear and say the initial sounds in words are limited.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children are exploring number through a variety of songs and rhymes, and explore simple problem solving through practical activities. Children use various planned activities such as rhymes and games to recognise numbers and count. There are not always able to explore shape, space and pattern through planned activities. Children are beginning to develop their adding and subtracting skills in a range of activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children show interest in exploring materials and are able to develop and design through practical play. They explore various festivals and begin to learn about the world in which they live through practical activities and books. They use the computer and operate a simple programme. There are few opportunities for children to examine objects and living things. Children talk about the past, but are not given opportunities to compare or explore the past and present.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children are confident in their surroundings and move with control and co-ordination around the obstacles. They have opportunities to balance, crawl and move around apparatus, but these are limited. They are beginning to recognise the importance of keeping healthy, and understand that changes happen to their bodies at various times. They have regular access to small tools and cutting equipment and learning how to handle these safely.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
<p>Adult-led activities introduce a good range of art and craft materials and techniques, helping children begin to learn about colour, texture, form and shape. However, there are some missed opportunities to actively encourage more able children to explore and develop their own ideas. Children, take an enthusiastic role in singing, but do not access instruments on a regular basis. Children enjoy and participate in a range of role play situations, based on their own first hand experiences.</p>	

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

- develop curriculum planning so that the learning outcomes for focussed activities are clearly identified and use observations and assessments of what children can do to build on their knowledge and identify what they could usefully do next.
- ensure that all staff that work with the funded children are secure in their knowledge and understanding of the stepping stones towards the foundation stage of learning.
- ensure that challenges are set effectively for older, more able children, especially within the areas of communication, language and literacy and creative development.
- provide more regular opportunities for children to extend their knowledge and understanding of the world, particularly in relation to science, nature and the past and present.

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.