



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 315226

DfES Number: 513567

INSPECTION DETAILS

Inspection Date 30/06/2004
Inspector Name Janice Shaw

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Lymm Village Hall Playgroup
Setting Address Village Hall
Pepper Street, Lymm
Cheshire
WA13 0JB

REGISTERED PROVIDER DETAILS

Name Lymm Village Hall Playgroup 1037097

ORGANISATION DETAILS

Name Lymm Village Hall Playgroup
Address Village Hall
Pepper Street
Lymm
Cheshire
WA13 0JB

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

Lymm Village Hall Playgroup opened in 1972. It uses two rooms in the Village Hall, a single story multi-use building in the centre of Lymm, South Warrington. The playgroup serves both the village and local areas.

There are currently 44 children from 2 to 5 years on roll. This includes 20 funded 3 year olds and 15 funded 4 year olds. Children attend for a variety of sessions. The playgroup supports children who have special needs. There are no children attending who have English as an additional language.

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

There are six staff, two of whom work every morning and four of whom work part time, who work with the children. Half of the staff have an early years qualification. The setting is a member of the Pre-School Learning Alliance and receives support from a teacher from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Lymm Village Hall Playgroup provides good quality day care. The provision is effectively managed. The staff team are familiar with the policies and procedures in place and follow these well to enable the smooth running of the setting. The enhanced staffing ratio enables children to receive individual attention when necessary and enjoy good levels of interaction. The playgroup operates from a large multi-use hall which is clean and well maintained. Children have a good amount of choice in what they do and can reach the varied range of quality equipment easily. Children's documentation is well maintained and strong emphasis is given to confidentiality.

Appropriate measures are in place to keep children safe, with one minor omission. Children are provided with healthy nutritious snacks, with individual needs and

preferences well catered for. Five staff hold a first aid certificate and are confident in implementing guidance to ensure a healthy environment for children. The setting promotes a strong ethos of inclusion. Staff have secure knowledge of child protection procedures.

All children are valued, well supported and included in everyday activities, irrespective of their abilities or needs. Children benefit from the very good range of activities available, which are suitable for their ages and interests. The staff are calm and positive when they talk to children, they praise them often which encourages children to behave well. Staff know the children well as individuals.

The staff team have developed good working relationships with parents. There are effective systems in place for the passing of daily information between the playgroup and home. Good quality information on the policies and procedures in place are available to parents.

What has improved since the last inspection?

At the last inspection there were outstanding actions. These mainly related to records, a policy and a risk assessment. Progress in completing the action plan has been good. All appropriate records are now in place and maintained appropriately. A complete risk assessment is now in place and referred to regularly. All the aspects of the toilet and wash areas that had given concern have now been renovated and are satisfactory. This has resulted in improved documentation and a safer environment for children.

What is being done well?

- The high quality interaction between staff and children is a strength of the setting. Staff have created a stimulating and caring environment in which learning can be developed. A good team spirit is evident throughout the setting.
- Children's imaginative play is exceptionally well developed. They use the dressing-up clothes well to aid their imaginative play in the home corner and show confident social skills when playing with each other. Valuable resources are available for children's play and the role-play areas are easily adaptable to a variety of themes during the year.
- Staff give high priority to children's health and safety. They take reasonable steps to ensure the environment is safe and secure and actively promote good hygiene practices within the daily routine.
- Expectations for children's behaviour are stated in a gentle, clear and precise way, with older children setting a good example for the younger ones. As a result children behave well.

What needs to be improved?

- the safety of children in relation to the fluorescent lights.

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
6	the safety of the lights

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

How effective is the nursery education?

Lymm Village playgroup offers provision which is acceptable and of high quality. Children are making very good progress towards all the early learning goals. Some children will successfully complete these before they leave the setting. At times children's development is outstanding. Children experience a warm, friendly and caring environment in which they can freely access many worthwhile activities to stimulate and motivate them.

The quality of teaching is very good. The staff understand how young children learn. The starting points include first hand learning experiences, visitors and investigations. These are then followed up, extended and explored across all the areas of learning. Staff are skilful in the way they talk with children, helping them to talk through their understanding, encouraging children to ask questions, extending children's thinking. Staff questioning skills are good and open ended.

Leadership and management of the setting is very good. The setting's aim to encourage children in active, meaningful play with the emphasis on social skills is successfully met in practice. The partnership between the supervisor and staff greatly benefits the playgroup. They all work hard in support of shared goals and provide valued expertise in helping move the setting forward. Planning effectively covers all areas of learning. Staff access training through outside agencies and in-house cascade training.

Parents are delighted with their partnership with the playgroup. This collaboration greatly contributes towards their children's progress. They are kept well informed about topics and playgroup news. Limited information about the early learning goals is passed on to them. Parents are very involved in all aspects of the playgroup including the management committee.

What is being done well?

- The programme for communication, language and literacy development is excellent. Children are confident communicators and are developing very well in their listening and early reading and writing skills. Mark making is an integral part of many activities. They frequently link sounds to letters and many children can recognise their own name and those of others.
- Staff understanding of the early learning goals leads to well-planned activities which engage and sustain children's interest and efforts. Challenges are set for all children that increase their thinking and skills. The playgroup is a "hive of activity" throughout the session.
- Strong leadership, management and effective teamwork contribute to a harmonious working environment where individual skills are recognised, valued and utilised to promote the quality of care for all children who attend.

- Children are developing a caring attitude to others, they are confident and self esteem is fostered appropriately by staff. Children are able to work independently and select their own resources. They are developing a caring attitude to others and have formed positive relationships within the group.
- Children enjoy the activities and have developed a positive attitude to all aspects of mathematics. They work well together and are developing a good understanding of early measurement, including weighing, capacity, size and shape.

What needs to be improved?

- Children's access to different kinds of print and reading materials in the role play area.
- Information to parents.

What has improved since the last inspection?

Since the previous inspection in June 2000, the playgroup has made good progress with the points for development identified at that time.

The playgroup was required to enable children to gain a more balanced view of the world by providing resources that reflect other cultures and beliefs. A variety of valuable resources have now been provided including, posters, puzzles, books and role play equipment.

More opportunities were required for children to become familiar with counting games. Children have many meaningful opportunities to experience counting by provision of matching and counting puzzles, dominoes and games.

It was recommended to develop work on sounds to allow the children to associate letter sounds with patters in rhymes and syllables. Children can be heard in every day activities linking sounds with patterns in rhymes and syllables. This is also re-enforced by staff in both small and large group time.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident, happy and polite. Older children frequently show a maturity beyond their years in the way that they organise co-operative activities. Children show themselves as very able to choose and organise their own activities and persist with these as well as negotiate shared play. Children are developing a thorough awareness of different cultures and religions through stimulating planned activities.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children develop very good speaking and listening skills; at group time they listen patiently to the contributions made by their friends and take their turn to speak. Their use of descriptive words is excellent. Children know how books 'work' and enjoy reading. They recognise letters of the alphabet and know letter sounds when spelling familiar words. Children record, in a variety of different ways their experiences and observations. Their emergent writing skills are very well developed.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children recognise and name two-dimensional shapes such as circles, triangles and squares, some even named hexagons. They recognise patterns and are able to continue a sequence when butterfly painting. Children are developing mathematical language well and successfully use the words shorter, taller, in front of and behind when playing with the cars and animals. In discussion children demonstrated their understanding of symmetry, referring to insect wings and also related it to body shape.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children investigate objects and materials successfully using all their senses. They build and construct purposefully as they skilfully join tracks for their trains to travel on. They are able to perform simple functions on programmable equipment, for example, the level crossing barriers, washing machine and micro-wave in role play. When using the parachute, children discussed how it "fluttered like a butterfly" when they gently waved it.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children demonstrate good coordination skills and learn to move imaginatively as they take part in action songs and music and movement sessions. They handle adeptly a range of both small and large equipment. The availability of an interesting range of tools, materials and construction toys supports the development of children's manipulative and fine motor skills very well. When using a large elastic band they all pulled and stretched to make large shapes and then gently let go.

CREATIVE DEVELOPMENT

Judgement: Very Good

In art children enjoy using a variety of media and techniques to create attractive pieces of work. A great deal of thought is given to their work to make it look right. Their skills in drawing are well developed and they can record their observations of objects carefully and with credible accuracy. Children's role-play is very advanced. They accurately imitate adults such as parents and police officers. Two different role-play games were amicably operating alongside each in the home corner.

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:

- There are no significant weaknesses to report, but the following points for development should be considered in the action plan.
- Provide children with more opportunities to experience different kinds of print and reading materials in the role play area.
- Enable parents to be better informed about the playgroup's curriculum, by providing them with information about the early learning goals.

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.