



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 224221

DfES Number: 544990

INSPECTION DETAILS

Inspection Date	15/11/2004
Inspector Name	Kathryn Mary Harding

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Weston Rhyn Playgroup
Setting Address	The Family Centre Weston Rhyn Primary School Old Chirk Road, Weston Rhyn Oswestry, Shropshire SY10 7SR

REGISTERED PROVIDER DETAILS

Name	The Committee of Weston Rhyn Playgroup 1020808
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ORGANISATION DETAILS

Name	Weston Rhyn Playgroup
Address	The Family Centre Weston Rhyn Primary School Old Chirk Road, Weston Rhyn Oswestry, Shropshire SY10 7SR

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

Weston Rhyn Playgroup opened in 1979 and operates from one room in a purpose built building which is shared with the Local Education Authority Nursery. It is situated in the grounds of the local primary school, in the village of Weston Rhyn, near Oswestry. A maximum of 24 children may attend the playgroup at any one time. The setting is open each weekday from 12.20 to 14:50, term time only. Staff supervise the lunch club of children who attend the nursery in the morning. Children share access to an enclosed outdoor play area.

There are currently 28 children aged from 2 to under 5 years on roll. Of these four children receive funding for nursery education. Children come from the local area. The setting currently supports children with special educational needs, and also supports children who speak English as an additional language.

The setting employs four staff. All of the staff hold appropriate early years qualifications.

How good is the Day Care?

Weston Rhyn Playgroup provides satisfactory care for children. Staff know their roles and responsibilities but do not access available training.

Staff have an acceptable awareness of safety issues both within the setting and outdoors. However all people on the premises need to be recorded. The special dietary requirements of children need to be recorded so all staff are made aware of these.

A broad range of activities are available for the children to develop learning in all areas. Planning for younger children, however, needs to be further considered, so ensuring that appropriate activities for the next steps in children's development and learning are available.

Partnership with parents is good. Several parental responses were received by

Ofsted. Parents stated that they were happy with the atmosphere and range of activities but would welcome more feedback from staff. The special needs policy needs to be considered to ensure that it has regard to the Code of Practice. A policy on sick children needs to be in place and a record also needs to be maintained of any medication administered.

What has improved since the last inspection?

There were nine actions raised at the last inspection.

The committee had to ensure that all staff had clearances before starting employment. All staff are now satisfactorily cleared.

Policies/procedures had to be in place should a child become lost or a parent fail to collect their child. These two policies are now in place.

The times of arrival and departure of the children had to be recorded. Staff now record what time the children arrive and what time they depart.

Staff had to observe and assess the children in order to plan the next steps in their development. Staff now regularly observe the funded children and use this information to assess the children on their individual profiles. This is then used to help plan for the next steps in their learning. However staff need to consider planning for the younger children who do not receive funding.

Noxious substances had to be made inaccessible to the children. The noxious substances are now stored in a locked cupboard.

The kitchen had to be made inaccessible to the children. A gate is now in place so children cannot access the kitchen.

A policy regarding sick children had to be in place. This is not in place and has been brought forward as a recommendation at this inspection.

Written parental consent had to be obtained prior to staff administering any medication. The group now have a standard form which parents complete if they want their child to receive medication during the session.

A record of medication administered had to be maintained. This is not in place and has therefore been brought forward as an action at this inspection.

What is being done well?

- A higher than required staffing ratio ensures that children have more individual time spent with them.
- Staff provide a broad range of activities for children which promotes learning in all areas and take regular photographs of the children engaged in an activity.

- Children behave well and staff praise and encourage children for their achievements.
- Partnership with parents is good. Children can take home a link book which contains information about activities that the child has completed in the session and which enables children to put in information/pictures about what they have been doing at home.

What needs to be improved?

- the accessing of training for staff
- the recording of all persons on the premises
- the planning for younger children
- the recording of medication administered
- the special needs policy
- the policy on dealing with sick children
- the recording of special dietary needs.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There are no complaints to report.

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 must take the following actions by the date shown

Std	Action	Date
7	keep a written record, signed by parents, of medicines given to children and ensure a policy is available on sick children.	30/11/2004

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
8	Record information about children's special dietary requirements/allergies and share with staff.
2	Ensure that all persons present during the session are recorded.
2	Ensure that staff update their child care knowledge.
10	Devise and make available to parents, a written statement on special needs which is consistent with current legislation and guidance. Ensure that this is understood and implemented by all staff.
3	Ensure that plans contain appropriate activities for the younger children.

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

How effective is the nursery education?

Weston Rhyn Playgroup provides generally good nursery education. The children are making generally good progress towards the early learning goals.

The quality of teaching is generally good, although staff do miss utilising opportunities to extend children's learning. Staff do not access regular training and have a developing understanding of the Foundation Stage and curriculum planning. Planning needs to ensure that most areas of learning are considered at every session, to ensure children's progression.

Knowledge and understanding of the world and creative development are very good. Children participate in a wide variety of learning opportunities and activities. However consideration needs to be given to ensuring that children have opportunities to access mark-making equipment in role play areas. Staff manage children's behaviour very well and consistently praise children's achievements.

The leadership and management of the setting is generally good and staff know their roles and responsibilities. Staff would work with parents and other professionals to ensure that all children are included and the children's needs are met. The special educational needs policy has not been updated to reflect current requirements. Staff are constantly evaluating the effectiveness of the education through daily evaluations of the session and regular observations.

Partnership with parents is generally good. Staff try and ensure that parents are kept well informed about what their child is doing, but parents could be more informed about their child's progress towards the early learning goals and could be encouraged to share what they know about their child. There are plenty of opportunities for parents to be involved in the life of the setting with regular fund raising and social events being held.

What is being done well?

- Children have many opportunities to talk with their peers and adults. They confidently talk about their lives, their families, past, present and future events.
- The programme for creative development is very good. Children are able to express their own ideas through imaginative play and the development of roles and characters. They can access a well resourced art area to make their own creations.
- Children behave appropriately and are aware of the rules within the setting. Staff have high expectations of behaviour and promote children's self confidence and self-esteem through praise and encouragement.

- Staff create a stimulating environment where children learn through a wide range of practical activities. Children are given time to explore and develop their own ideas.

What needs to be improved?

- the opportunity for children to access mark making materials in the role play area
- the opportunities for children's learning to be extended and opportunities fully utilised during the routines of the session
- the planning of activities to ensure children's progression in all areas of learning
- opportunities for parents to be more informed about their child's progress towards the early learning goals and to be encouraged to share what they know about their child.

What has improved since the last inspection?

Not applicable, as this is the first inspection.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Three and four-year-olds show care and concern for each other and freely approach staff to ask for their help and support. Staff encourage and praise children for their efforts. Children relate well to staff and others and become interested and involved in their play. They look at different festivals. Opportunities to enable children to develop personal independence could be further extended, particularly at snack time.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children have many opportunities to speak in small and large groups, with less confident children being gently encouraged by staff. They engage in conversations, encouraged by staff's interest in their play. Children listen well at story time and staff involve them in the stories. They have opportunities to recognise their name at registration time. Children have some access to mark making equipment, but resources need to be made available for them to learn how to mark-make for a purpose.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children have opportunities to talk and learn about number. They learn about simple addition and subtraction in a practical way. However staff do not always utilise opportunities to extend children's learning, particularly during the routines of the session. There is a good range of mathematical equipment available to sort, compare and match. Children talk about shapes when completing an activity and adults encourage them to notice the different shapes in the room.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Three and four year olds use the varied range of equipment and resources to explore, find out about and experiment within their play. They use construction toys with meaning and build with a purpose. Children have opportunities to use everyday technology in play activities and have recently had a computer to extend their interest in information technology. They talk about events in their lives and are developing a sense of time and place.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Three and four year-olds move confidently around the indoor and outdoor areas demonstrating an awareness of space and others. However children become restless when waiting for a turn on the climbing frame/slide. They access a wide range of large and small equipment to develop fine control skills and large scale movement skills. Children are developing a good awareness of a healthy life style.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
There are many planned and spontaneous opportunities for children to explore and mix colour, look at shape and texture. Children enjoy singing familiar rhymes with actions. Three and four-year-olds play imaginatively and take on different roles in all areas of the room. They can access a well resourced art area, and make their own creations. They have opportunities to respond to experiences using their senses.	
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

- Provide more opportunities for children to access mark-making materials.
- Provide more effective opportunities for staff to share with parents, their child's progress towards the early learning goals and for parents to be encouraged to share what they know about their child.
- Ensure children's progression by planning for all areas of learning and to consider the learning potential within the daily routine.

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.