



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 253607

DfES Number: 514554

INSPECTION DETAILS

Inspection Date	28/01/2005
Inspector Name	Christine Hands

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Crowland Community Playgroup
Setting Address	The Wheatsheaf Rooms North Street Crowland Lincolnshire PE6 0EF

REGISTERED PROVIDER DETAILS

Name	The Committee of Crowland Community Playgroup Committee
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ORGANISATION DETAILS

Name	Crowland Community Playgroup Committee
Address	c/o The Wheatsheaf Rooms North Street Crowland Lincolnshire PE6 0EF

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

Crowland Community Playgroup is a committee organised provision and a registered charity established over 30 years ago. It is registered to offer places to 24 children between 2 and 5 years of age. The playgroup is open each weekday morning from 9:00 to 11:30 and on 3 afternoons a week from 12:15 to 14:45. Additional afternoon sessions are offered in the spring and summer terms.

The playgroup is based in leased premises in the centre of Crowland. The group have sole use of the facilities which include a playroom, kitchen and toilets. There is an enclosed outdoor play area.

Children attending the group come from the village and the surrounding rural area. The playgroup is registered to receive funding for nursery education for eligible funded children.

There are four members of staff who work with the children. The supervisor and deputy both have an NVQ3 in Early Years. The playgroup are associate members of the Pre-school Learning Alliance.

How good is the Day Care?

Crowland Community Playgroup provides a good standard of care for children and uses children's art work to create a stimulating, bright and welcoming environment. However, space is limited and the layout of the room does not allow for easy movement. The nursery has high regard for ensuring that adult to child ratios are met and maintained, generally above the minimum requirements. Staff either hold, or are being supported in working towards relevant childcare qualifications. All the required documentation is in place and used well to support the daily management of the setting.

Staff have a good awareness of safety, and risk assessments are routinely carried out and any actions are dealt with. Staff provide good role models for children with regard to hygiene practices. Children are able to access drinking water at all times

during the session and are provided with healthy, nutritious snacks. Staff include and value all children and families and provide a good range of resources and activities to promote positive images of diversity.

The playgroup provides a relaxed and caring atmosphere whereby children are happy and confident in their play. A variety of well-maintained resources are used to create interesting and stimulating activities that promote children's development and learning, however staff involvement does not always enable learning opportunities to be extended for the children. Staff listen carefully to children, ask appropriate questions and offer positive praise and encouragement. The playgroup works well in partnership with parents and professionals to promote the welfare and development of children with special needs. Staff demonstrate a good understanding of child protection policies and procedures.

The playgroup works well in partnership with parents and is committed to developing positive relationships. Good information is given about the setting through booklets and newsletters. Staff exchange information verbally on a daily basis.

What has improved since the last inspection?

At the last inspection the group was asked to complete a risk assessment. Staff ensure that risk assessments are carried out on a regular basis and are therefore able to identify, minimise or remove risks to children.

What is being done well?

- There are comprehensive policies in place to ensure the safe running of the provision. Staff are aware of potential hazards and ensure these are minimised, creating a safe environment for children.
- Children are encouraged to be independent through making choices and are well supported by the interested and enthusiastic staff who listen carefully, ask appropriate questions and offer positive praise.
- Good strategies in place for managing behaviour taking age and stage of development into consideration.
- All staff are aware of procedures to follow with regard to child protection and are clear about possible indicators regarding abuse.

What needs to be improved?

- the organisation of space within the setting
- the staff involvement with some activities to extend learning opportunities for the children.

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

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	Ensure that space is organised effectively allowing children room for free movement.
3	Ensure that there is more staff involvement in some activities to support children's play and learning.

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

How effective is the nursery education?

Crowland Community Playgroup provides a happy, stimulating environment where children make generally good progress towards the early learning goals.

The quality of teaching is generally good. Staff work well alongside children providing good role models and having high expectations of children's behaviour. Staff have a secure knowledge of the foundation stage and provide interesting activities through which the children can learn, however these are not always effectively managed. Limited opportunities are provided for children to gain an understanding of simple addition and subtraction and the terminology involved. Planning and assessment systems generally provide an effective framework to help children to make progress, however they do not clearly show how children are able to reach each stepping stone. Opportunities are provided for children to use free expression in designing and making as well as opportunities for children to make their own music.

The leadership and management of the group is generally good. All staff are positively encouraged and supported to undertake training. The supervisor provides clear direction to the staff team who work closely together and are keen to continue to develop opportunities for children within the setting. Staff are enthusiastic and provide an environment which is welcoming to both children and parents.

Parents receive good quality information about the setting and curriculum, however amendments have not been made to indicate some of the alterations to sessions. Parents provide information when their child starts the group to enable staff to offer the support and encouragement their child needs. They are positively encouraged to share in the running of the group and furthering their learning at home.

What is being done well?

- Staff have a good understanding of the foundation stage.
- Effective assessment records system is in use for providing individual challenge.
- Staff have a clear understanding of the importance of effective partnership with parents.
- Staff work well as a team and present as good role models for children.
- Children gain an awareness of the wider world as they make regular visits out in the local community.
- Children are clear and fluent speakers and have many opportunities to discuss their ideas and thoughts.

What needs to be improved?

- planning to clearly show how children reach the stepping stones
- deployment of staff and organisation of activities and resources to increase their effectiveness in stimulating children's learning and creativity
- opportunities for children to gain a greater understanding of simple addition and subtraction and related vocabulary.

What has improved since the last inspection?

At the last inspection there were two key issues:

The group were asked to review the organisation of activities and resources in order to increase their effectiveness in stimulating children's learning and creativity.

The target the group set is for a continuous review to take place of the organisation's resources and equipment, to make them more accessible and effective. They planned to do this by attempting to provide a greater variety of equipment as well as individual glue pots for the children.

It is unclear that the group have completely understood the key issue, which was to review the organisation of resources to increase their effectiveness rather than for the group to obtain more. The organisation of activities and staff deployment within the setting detracts from the effectiveness in stimulating children's learning and creativity. This remains an issue at this inspection.

The second key issue was for staff to monitor the use and manageability of the new assessment and record keeping system and the way it is used to plan for children's individual progress in the foundation stage.

The target the group set was to ensure the new record system was manageable and address each child's needs in achieving progress in the foundation stage. Although the group have found this time consuming they are aware that it has

highlighted the individual progress of children and any areas of concern. These are then used to prepare individual learning plans as well as to pass on to the reception class teacher to enable the support and needs of the child to be met throughout the foundation stage. This has had an impact on the challenges set for the children. Staff are able to build on what the child already knows and support their progression towards the early learning goals.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are developing increasing independence in selecting and carrying out activities and are able to relate to each other and to adults. Staff support children well and encourage them to be proud of their own achievements. Children are gaining an awareness of other cultures and beliefs and show care and concern for others. Children's behaviour is very good.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Staff engage children in conversation and value their thoughts and ideas, asking predictive questions to encourage their thought processes. Children approach staff with confidence to ask questions and seek assistance. They are encouraged to recognise letters and labels around the room, however there are few opportunities for them to recognise and write their own name. Children respond enthusiastically to rhymes and songs and enjoy books both independently and in groups.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children learn how to use number in everyday situations and are able to count to nine and beyond. They have a good understanding of the use of positional language can recognise shape and create patterns. There are limited opportunities for children to begin to understand simple addition and subtraction and related vocabulary.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children's interest and curiosity is stimulated by a range of attractive resources. They have access to a good range of construction materials and use these imaginatively. Children are gaining an interest in information and communication technology and have opportunities to use simple equipment. Staff identify opportunities through planned activities to develop children's understanding of why things happen or how things work. Children talk about past experiences in their own lives.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children develop their whole body movements and fine manipulative skills through effective use of a wide range of small equipment e.g. scissors, bean bags, balls and large outdoor apparatus. Space indoors is limited, however children move spontaneously and safely therein. They are developing an understanding that good practices with regard to eating and hygiene can lead to good health.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children are given opportunities to explore colour, texture and shape through a variety of media to create 2 and 3D art forms. They play collaboratively and express themselves imaginatively during role play. They enjoy singing, listening to music and moving imaginatively. Children enjoy making their own music through the variety of instruments available.	
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

- Key Issues:
- ensure planning clearly shows how children reach the stepping stones
- deploy staff and organise activities and resources to increase their effectiveness in stimulating children's learning and creativity
- provide opportunities for children to gain a greater understanding of addition and subtraction and related vocabulary.

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.