



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 135989

DfES Number: 512640

INSPECTION DETAILS

Inspection Date 12/11/2003
Inspector Name Christine Mary Burridge

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Filton Park Pre School Playgroup
Setting Address Charborough Road Centre
Charborough Road
Filton, Bristol
BS34 7RA

REGISTERED PROVIDER DETAILS

Name The Committee of Filton Park Playgroup

ORGANISATION DETAILS

Name Filton Park Playgroup
Address Charborough Road Centre
Charborough Road
Filton
Bristol
BS34 7RA

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

Filton Park Pre School Play Group opened in the late 1960's. It operates from the community centre, next to the primary school, in Charborough Road, Filton Park in South Gloucestershire and mainly serves the local community.

There are currently 30 children from three to five years on roll. This includes 17 funded 3 year olds and two funded 4 year olds. The setting supports children with special needs and children who speak English as an additional language.

The group opens every weekday during school term time. Morning sessions are from 9.15 to 11.45 hours and afternoon sessions are from 12.45 to 15.15 hours.

The leader, who is full time, and seven part time staff work with the children. Over half the staff are qualified to either NVQ level 2 or 3. One member of staff is an accredited teacher for the Foundation Stage.

The group is a registered charity and is run by a management committee elected from parents of children who attend the group.

How good is the Day Care?

Filton Park Pre-school provides satisfactory care for children.

The majority of staff are qualified and experienced. They work well together as a team and meet regularly to plan activities. There is a good commitment to staff training, however, there are no formal induction procedures or appraisal systems to monitor staff progress. The shared building is maintained to an adequate standard of cleanliness and repair. The pre-school is well resourced; toys and equipment are regularly rotated to provide interest and aid learning. Documentation is generally well organised and confidentially retained. The policies and procedures do not adequately cover the arrangements for lost or uncollected children, medication, child protection or bullying. The special needs policy was not available.

Staff are very safety conscious and entry to the building is well managed. They have

a good knowledge of fire safety making sure that children learn the procedures by regularly practising evacuation. Children learn about good hygiene practices through established routines. Healthy eating is encouraged by ensuring children have fruit snacks on alternate weeks.

Children enjoy participating in a range of activities that are planned for each session. They benefit from familiar routines that provide security. They are well cared for and develop good relationships with staff and other children. Staff create an inclusive environment ensuring that children receive plenty of individual attention and encouragement. Children have good social skills; they are well behaved and polite.

There is a good relationship developed with parents. They are warmly welcomed into the group and their contribution both as committee members and volunteer helpers is valued. Parents receive helpful information including regular newsletters. Information about children's progress is only shared informally.

What has improved since the last inspection?

At the last inspection the group agreed to make parents aware of child protection procedures; this remains an action as the policy does not keep parents fully informed.

What is being done well?

- Staff work well together as a team and there is good commitment to ongoing training.
- Children have access to a wide variety of toys and play materials to aid their learning.
- Children are well supported as there are often a higher than required number of adults on duty. This enables children to have a lot of individual attention to help them progress.
- Behaviour is well managed. Children are treated with respect, they are given lots of praise and encouragement. are well behaved and are learning the boundaries for behaviour such as taking turns, sharing. They sit quietly when appropriate for example at snack time and registration.
- Staff develop a good relationship with parents by warmly welcoming them into the group and valuing their support as committee members and volunteer helpers on rota duty.

What needs to be improved?

- the arrangements for lost and uncollected children
- the arrangements for staff induction
- the arrangements for administering medication
- the arrangements for special needs

- the procedures for managing bullying
- the arrangements for child protection.

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
2	devise a policy for lost or uncollected children.	16/02/2004
7	devise a clear procedures for the administration of medication; obtain written permission from parents before administering medication to children and keep a written record, signed by parents, of medicines given to children.	16/02/2004
13	devise a clear policy for child protection that complies with local Area Child Protection Committee (ACPC) procedures; that includes procedures to be followed in the event of allegations being made against a member of staff; and is shared with parents.	16/02/2004

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

Std	Recommendation
10	devise a special needs policy that is consistent with current legislation and guidance. Ensure that this is understood and implemented by all staff, shared with parents and made available for inspection.
11	ensure strategies are in place for managing bullying.

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

How effective is the nursery education?

Children are making generally good progress towards the early learning goals.

The programme for personal, social and emotional development is very good and progress in all other areas of learning is generally good.

The teaching is generally good. Staff have a sound knowledge of individual children. They give appropriate support, making sure everyone is included, particularly in large group activities. They are good at developing children's social skills and successfully nurture independence and self esteem. This is achieved by providing clear routines that help children feel safe and secure. Behaviour is well managed. There is a stable staff group, who understand their role within the team and work well together. Not all staff fully understand the stepping stones, and therefore, did not sufficiently challenge the more able children.

Leadership and management is generally good. The committee are supportive particularly of staff training and taking responsibility for some of the administration, leaving staff free to concentrate on supporting the children. However the absence of self evaluation and a staff monitoring system means that learning objectives are not always understood or met.

The partnership with parents is generally good. Staff are very good at building friendly, relationships with parents. Parents receive lots of helpful information about the setting and much information is exchanged informally. Parents contributions to their children's learning, by helping with projects and working on a duty rota, are valued. Opportunities for parents to contribute to the assessments are not extensive.

What is being done well?

- The programme for personal, social and emotional development is very good. Staff are good at providing a safe, secure environment where children are keen to learn.
- Children respond well to established routines and are polite and well behaved.
- Children are confident and caring. They develop good relationships with staff and other children.
- Children's communication skills are developing well. They listen intently and speak confidently using a broad vocabulary particularly in large groups, for example, carpet time.
- Children participate with enthusiasm and enjoy a wide range of activities. Good use of topics provide children with interesting learning opportunities both in and out of doors.

What needs to be improved?

- Staff's knowledge and understanding of the early learning goals and how children learn.
- Short term planning to make learning intentions and evaluation clear; the use of evaluation to inform planning.
- The opportunity for children to see print in use and for the more able children to experiment with mark making.
- The frequency of opportunity for imaginative play and access to natural materials.
- The opportunity for children to use technological toys and equipment.

What has improved since the last inspection?

At the last inspection in July 1998 three key issues were raised: these were to develop

the policy document so that parents are aware of educational provision based on the six learning areas, and have information about the learning outcomes; to introduce an information leaflet explaining the aims of the play group and its role in the community and to identify staff training needs, in a formal way, so that all staff members have the same opportunity to make their training requirements clear, and relevant courses can be assessed.

Generally good progress has been made in addressing the key issues:

Parents are now more informed; they receive a copy of the information leaflet in which reference is made to the curriculum and families are given a copy of the policy documents.

There is a strong commitment to providing staff with training; this is achieved by using a training request book. Management respond positively to most requests, made by staff, for training. However the system is still reactive as the onus remains on staff to recognise their own training needs rather than development through a more formal induction and appraisal system.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are developing confidence and independence. Most children happily leave their parents and less confident children are well supported. They understand the routines, for example, finding their names and making drink choices. They play well together eagerly choosing activities and exploring while chatting to friends. They make good relationships with staff and other children. In particular some older children show care and concern by helping those who are younger and less confident.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children enjoy stories and rhymes. They are developing good communication skills, concentrating well and listening intently. They talk confidently about their experiences both in large and small groups and with their friends. Children are interested in sounds of letters linking some to familiar words. There are insufficient opportunities for children to experiment with writing, see adults writing or see labels.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are learning to count well and recognise shapes through practical activities, for example, during carpet time and candle activity. Children use their knowledge of shape, size and colour during their play, for example they know which is bigger, can find smallest object, build a very tall tower. The more able children have limited opportunities to begin learning the concept of taking away and they are not sufficiently encouraged to develop problem solving skills.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have good opportunities to investigate and explore through planned projects for example, using mirrors. Children are imaginative; they design and construct with a purpose, for example, using duplo to recreate a bonfire. They have good opportunities to learn about their environment and share events in their own lives. They are beginning to gain a sense of time. Children do not have sufficient opportunity to develop learning through role play and access to technology is limited.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move with confidence, they show an increasing awareness of space and can make sure they do not hit anyone when throwing. They show good control and co-ordination when completing jigsaws and using paintbrushes and other small tools. Children experiment with large equipment, such as tunnel and tent.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children have many opportunities to explore colour, shape and texture through practical activities. They use a wide variety of materials to create displays and pictures. Children use equipment imaginatively, for example they turned a tunnel, tent and cubes into a bus going to the zoo. They enjoy music and participate enthusiastically in action songs. However, children have limited role play and use of natural materials, for example sand and water, as these are only planned occasionally.

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

- Ensure all staff develop a secure knowledge of the early learning goals and appropriate teaching methods.
- Develop planning to show clear learning intentions. Evaluate more effectively to inform future planning.
- Provide children with more opportunity to see print in use and encourage more able children to experiment with mark making.
- Provide more frequent opportunities for imaginative play and access to natural materials for example sand and water play.
- Introduce more opportunities for children to use technology.

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.