



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 206720

DfES Number: 515581

INSPECTION DETAILS

Inspection Date 18/03/2004
Inspector Name Judith Allbutt

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Biggin Playgroup
Setting Address Biggin School
Biggin By Hartington
Buxton
Derbyshire
SK17 0DQ

REGISTERED PROVIDER DETAILS

Name The Committee of Biggin Playgroup 0137210

ORGANISATION DETAILS

Name Biggin Playgroup
Address Biggin School
Biggin by Hartington
Buxton
Derbyshire
SK17 0DQ

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

Biggin Playgroup operates from the Community room situated in Biggin Primary School. The playgroup serves Biggin and the surrounding rural area.

The playgroup is registered to care for 12 children aged two years to under five years. There are currently seven children on register. Which includes four funded three-year-olds and one funded four-year-old. Children attend a variety of sessions. No children with special educational needs or for whom English is an additional language currently attend the setting.

The group opens three days a week during school term time only. Sessions are from 09:15 until 11:45.

Two part-time staff work with the children. One member of staff is currently undertaking a Diploma in Pre School Practise. The setting receives support from an Early Years Development and Childcare Partnership development worker and is a member of the Pre-school Learning Alliance.

How good is the Day Care?

Biggin Playgroup provides satisfactory care for children. The staff work well as a team and are very experienced in childcare. An operational plan has been established but currently it does not provide all the required information and staff have an inconsistent knowledge and understanding of some of the policies. There is no named deputy who is able to take charge in the absence of the manager

The premises are clean and provide a welcoming environment to the children and their families. Generally staff have a good knowledge of the children and use this to adapt activities suitably to meet children's individual needs. Safety issues are being well addressed with a daily risk assessments of all areas used by the children. Health and hygiene procedures are good, the contents of the first aid box require review. Overall staff have a suitable awareness of their responsibilities relating to child protection and have a satisfactory understanding of issues that would cause

them concern.

A good and interesting range of activities are available to the children. Mostly staff interact effectively with the children and offer suitable levels of encouragement and praise to them in their play. Staff are consistent in their expectations of children's behaviour, which is very good. They generally provide good support to the children as they develop the children's skills to play co-operatively and take turns. Staff encourage children to contribute to discussions and are helping the children to listen and value others contributions.

Good relationships exist between staff and parents, who have useful opportunities to discuss their child's care. Not all written parental consents are in place. Parents are provided with good information about the running of the playgroup through newsletters, the notice boards and one to one contact.

What has improved since the last inspection?

At the last inspection, the setting agreed to develop and implement a policy for sick children and ensure that anyone preparing food is aware of Environmental Health requirements. Both issues have been well addressed with a suitable sick children's policy now established and staff having attended a Foundation Food Hygiene course.

What is being done well?

- The setting makes good use of the premises, which are warm and welcoming. Activities are pre-planned, well set out to engage the children's attention and children's art work is effectively displayed.
- Children's comments during group discussion time are valued. Staff listen to children, engage them in conversation, and give lots of praise.
- Staff have excellent relationships with the parents. The parents receive useful information on the Foundation Stage Curriculum and activities, which allows them greater involvement in supporting their child. They have good opportunities to discuss their child's care and development.

What needs to be improved?

- staff's knowledge and understanding of behaviour management, that will promote children's welfare and development
- arrangements for deputising during senior staff's absences
- written parental consent for seeking emergency medical advice or treatment
- the contents of the first aid box
- staff's knowledge and understanding of the equal opportunities policy, so that the policy can be fully implemented and children's differences valued.

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
2	Develop an action plan that sets out how staff's training and qualification requirements will be met with particular reference to positive behaviour management and contingency arrangements when deputising for senior staff's absences.
7	Request written permission from parents for seeking emergency medical advice or treatment.
7	Ensure that the first aid box and its contents comply with Health and Safety (First Aid) Regulations.
9	Ensure that all staff understand and implement the settings equal opportunities policies so that children's individual stage of development and preferences are respected.

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

How effective is the nursery education?

Biggin Playgroup offers generally good pre - school education and the children are making generally good progress in all areas of the Foundation Stage Curriculum.

Teaching is generally good. Overall staff have good relationships with the children and this helps to create a happy and secure environment for the children to learn and develop in. Children are very well behaved and mostly staff give suitable praise and clear explanations to encourage and support this. Not all staff are secure in their knowledge of the early learning goals. Long, medium and short term planning is clear and relates to the stepping stones. Children's development records are very detailed and relate clearly to the Foundation Stage Curriculum, with staff making direct observations which are fed into these records. Some activity evaluation is undertaken and this along with the observations enable the setting to assess if the children have gained a secure understanding of learning objectives. Assessments do not highlight where teaching methods have not been suitably supportive or maximised the children's learning opportunities.

Leadership and management is generally good. There is steady leadership for the staff from the committee and the setting's development is regularly reviewed by the staff and committee. Mostly staff show a suitable commitment to their professional development by the ongoing training that they attend, although this aspect of the setting's development needs further consideration.

Working in partnership with parents is generally good. Parents are provided with good written information about the topics and the early learning goals. They are able to join the committee, and they discuss regularly the care and welfare of their child. Parents have regular and detailed written updates on the children's developmental progress.

What is being done well?

- Children have good opportunities to take part in planned and spontaneous singing and musical activities and do so with enthusiasm.
- Children have confidence in using their developing language to convey meaning, ask questions and negotiate with others.
- Children have good opportunities to explore and investigate unusual artefacts, which they do with curiosity.
- Staff have very good relationships with the parents, who are provided with regular and pertinent information on their child's development and progress within the Foundation Stage Curriculum.
- The wide range of imaginative practical activities that enhance the children's learning in knowledge and understanding of the world.

What needs to be improved?

- The staff team's knowledge and understanding of the Foundation Stage Curriculum and how teaching methods impact on this.
- The promotion, by staff, of children's interest in the available books, their early writing skills and the active use of a range of simple button operated equipment.

What has improved since the last inspection?

The setting has made very good progress since the last inspection, it now provides children with good and interesting opportunities to look at the wider community, use a selection of IT resources and climbing equipment. The observations relating to children's development are detailed and assist the setting to gain a clear understanding of the children's progress and how to support them in the planned activities.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

The children have secure relationships with the staff and are able to separate from their carers. Children are confident and are gaining independence skills in routine activities as a result of the frequent practical opportunities provided. Children are interested in the activities available, they are acquiring new skills and playing for extended periods. Children are supportive of each other, they understand the need to take turns and give good consideration to others people's needs.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children speak clearly and communicate their needs well, they are able to listen and respond to others contributions. Children have adequate opportunities to develop their emerging writing skills but often do not always select these activities. Children have access to story books, which they enjoy during story time, however they rarely opt to look at books independently.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are confident in their use of numbers 1 -5 and some children can go beyond this. They have good access to practical activities which reinforces their understanding of relating number names to objects and they are developing a suitable awareness of written numerals. Children have a useful grasp of comparing size and positional language which they are gaining through topic work.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are able to use their senses, in particular to examine the interesting topic related artefacts that are regularly available to them. They are curious to see how things work and are confident to try new activities. Children are exploring their own and others cultures and beliefs. They have good access to simple IT equipment but do not often select the available button operated equipment. Children are looking at their local environment and the changes that take place in it over time.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children have a good understanding about caring for their bodies, which they have gained through daily routines. Children access a good range of physical and energetic activities, which builds on their co-ordination, climbing and balancing skills. They mostly show a good awareness of space and can move around safely within the setting. Children have regular access to malleable materials such as play dough and are using a good range of one handed tools to model this.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children have good access to a stimulating and imaginative range of craft activities. Children are developing a good repertoire of songs and have opportunities to make, move and listen to a range of music. Children are able to play co-operatively and enjoy using their imaginations to develop their games in free play activities. Children are interested in what they hear and touch and are able to verbally express their satisfaction when they achieve their desired results.

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 that the staff team extend their knowledge and understanding of the Foundation Stage Curriculum and how teaching methods impact on children's learning
- Provide suitable support and activities that stimulate the children's interest in the available books, their early writing skills and the active use of a range of simple button operated equipment.

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.