



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 205715

DfES Number: 536585

INSPECTION DETAILS

Inspection Date 29/06/2004
Inspector Name Trudy Scott

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Panda Play Playgroup
Setting Address The Old School Hall
West Street
Winterton
North Lincs
DN15 9QT

REGISTERED PROVIDER DETAILS

Name The Committee of Panda Play Playgroup

ORGANISATION DETAILS

Name Panda Play Playgroup
Address The Old School Hall
West Street
Winterton
North Lincolnshire
DN15 9QT

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

Panda Play Playgroup opened in 1993 and is owned by a voluntary committee. It operates from The Old School Hall, a community centre, in the village of Winterton, near Scunthorpe. It serves children and families living in the local area. Facilities, such as the local infant school and library, are close by.

The group has use of two large halls, kitchen and toilet facilities and an enclosed outdoor area.

There are currently 38 children on roll. Of these, 17 are 3-year olds in receipt of nursery education funding. There are no 4-year olds in receipt of funding at the present time. Currently no children attend who have special needs.

The playgroup opens on Monday, Wednesday, Thursday and Friday mornings and on Tuesday afternoons, during school term times. Morning sessions are from 09:15 to 11:45 and afternoon sessions are from 12:45 to 15:15.

Four staff work with the children, the majority of whom hold a recognised childcare qualification. The setting receives the support of an early years teacher from the Local Authority and is currently participating in the local quality assurance scheme, 'Steps to Quality'.

How good is the Day Care?

Panda Play Playgroup provides good quality care overall for children aged two to under five years.

Organisation and management of the playgroup successfully promotes very good teamwork. Staff are well-supported with effective induction and appraisal systems, regular team meetings and further training opportunities. A comprehensive collection of policies and procedures underpin the day to day running of the playgroup. Good use is made of space, staff and other resources to ensure children are secure and well-cared for in playgroup.

High priority is given to children's safety. Staff consistently follow health and safety procedures to ensure children are safe and well, indoors and outdoors. They actively promote good hygiene practice and encourage children to move towards independence in managing personal hygiene. Snack times are well-organised for children to enjoy social interaction, although the range of snacks offered is basic.

Children are grouped together in the large hall where they enjoy a balanced range of interesting activities and stimulating resources. Activities are appropriately adapted for the age and stage of development of the children, ensuring they make progress in all areas. Children and staff have very good relationships. Staff are sensitive to children's individual needs and interact skilfully with children to develop their confidence and self-esteem. Effective behaviour management strategies, consistently applied by staff, successfully promote very good behaviour.

Parents receive a warm welcome from friendly, familiar staff. Good quality information is provided for parents in a variety of ways. Systems for sharing information are successful in ensuring parents' wishes for the care of their children are respected.

What has improved since the last inspection?

Not applicable

What is being done well?

- Teamwork is very good. Effective induction and appraisal systems support staff in fully understanding their roles and responsibilities. Staff have regular opportunities to share ideas and review work practice which helps them develop a consistent approach to their work.
- High priority is given to keeping children safe and well. Effective safety measures include regular risk assessments and fire drills, daily checks on premises, monitoring of accidents and clear systems for safe arrival and collection of children.
- Children and staff have very good relationships. Staff interact skilfully with children, talking and listening to them and showing enthusiasm for their interests and achievements. This helps children feel good about themselves and increases confidence.
- Behaviour is very good. Staff help children to understand what is expected by speaking clearly and telling them what they want them to do, rather than saying "Don't". Children follow the good models of staff in showing friendliness, courtesy and care for others.
- Good quality information is provided for parents in a variety of ways. These include displays of children's work and activities, photographs, regular newsletters and daily discussions with staff about the children and the playgroup.

What needs to be improved?

- the range of snacks provided for children to include healthy options.

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
8	Include a range of healthy options in the snacks provided for children.

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

How effective is the nursery education?

Panda Play Playgroup provides an environment where children enjoy learning so that overall they make generally good progress towards the early learning goals. Progress in knowledge and understanding of the world, physical, creative and personal, social and emotional development is very good.

The quality of teaching is generally good. Staff have good understanding of how to help children learn through their interests and plan the environment well to support children's independent learning. The high priority given to personal, social and emotional development provides a firm foundation for learning in other areas. Staff are familiar with the early learning goals and use their knowledge to plan an interesting curriculum. However they sometimes miss for opportunities for children to attempt simple number problems. Planning of activities for children to become aware of writing for different purposes effectively supports their development as writers. Opportunities to raise children's awareness of letter sounds are not fully exploited. Daily provision of a good range of physical activities ensures children make very good progress in this area.

Staff know individual children well and use observations successfully to plan the next steps in their learning. Appropriate systems are in place to support children with special needs.

Leadership and management are generally good. A clear staff structure with defined roles and responsibilities supports staff in fulfilling their roles effectively. Systems in place for review and evaluation are not yet totally effective but there is a strong commitment to continual improvement and development. This is reflected in the on-going training plan and the co-operative working with other agencies and professionals, such as the early years teacher.

Partnership with parents is very good. Parents are well-informed about the playgroup and their child's progress. They have many good opportunities to share in their children's learning.

What is being done well?

- The high priority given to personal, social and emotional development ensures children gain enthusiasm for knowledge and confidence in their own abilities. This provides a firm foundation for learning in other curriculum areas.
- Regular opportunities for physical play ensure children's physical skills are successfully promoted. Children participate in daily physical activities using a good range of large and small equipment.
- The environment is well-organised to support children's independent learning.

Children have free access to many resources to develop and extend their own ideas. This is particularly effective in developing children's creativity and design and making skills.

- Very good planning and provision of writing activities and materials effectively supports children's development as writers. Children regularly observe and attempt writing for different purposes. For example children use 'special' notebooks in the book area, make lists when playing in the home corner and attempt, sometimes successfully, to write their names.
- There are many good opportunities for parents to be involved in their children's learning. They regularly exchange information with staff in informal discussions. Good quality information is displayed about the curriculum and how children learn from the various activities. Parents also receive information about current topics and are encouraged to participate in playgroup activities.

What needs to be improved?

- the use of opportunities in daily play and routines for children to attempt solving simple number problems in practical and meaningful situations
- the range of activities to raise children's awareness of similarities in sounds and letters and to draw attention to initial sounds in words.

What has improved since the last inspection?

Not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident, interested and self-motivated. They select activities independently and are developing good concentration skills when working in small groups and in self-chosen tasks. Children have good relationships with each other and with adults. They co-operate, share, take turns and show consideration for others. Behaviour is very good and reflects the high expectations of staff. Children are learning about responsibility as they help with appropriate tasks, such as tidying away.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are developing good speaking and listening skills. They listen well to stories, follow instructions and initiate conversations. They use language effectively for a variety of purposes such as describing, planning their activities, recalling previous events and making their needs known. Children enjoy participating in familiar rhymes but do not often practise linking sounds and letters. They engage effectively in a variety of activities to help them develop very good writing skills.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are developing good counting skills and regularly count in free play activities. They are interested in numbers and see numerals displayed in the environment. They engage in planned activities where they sort and match objects but do not regularly attempt simple number problems. Children are developing good awareness of space, shape and measure in daily play. They use shapes effectively in their pictures and models and explore capacity and weight in sand and water play.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children explore and investigate in self-chosen and planned activities. They learn effectively about the natural world and observe changes when playing outside. They access a good range of tools and materials to develop design and making skills. They show an interest in everyday technology and have some opportunities to use equipment such as a tape recorder. Children learn successfully about their own community through visits around the local area and visitors, such as a nurse, to the group.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently and safely in the environment, successfully negotiating space and objects, and show consideration for the personal space of others. They are developing awareness of keeping healthy and are moving towards independence in managing their personal care needs. Children receive appropriate challenge and are developing skills and control as they use a range of large and small equipment. Their hand eye co-ordination is successfully fostered in a good variety of activities.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children explore colour in a variety of ways such as painting, printing and selecting colours for collage pictures. They regularly express their ideas with paints and other materials as they make models, create patterns and paint recognisable figures and objects. They play co-operatively and imaginatively as they make up stories and use resources to develop and extend their ideas. They show enthusiasm in many ways as the skip into nursery, shout and run around outside and listen attentively.

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

- plan to use opportunities in daily play and routines for children to attempt simple number problems in practical and meaningful situations
- plan a range of activities to raise children's awareness of similarities in sounds and letters and draw attention to initial sounds in words.

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.