



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 409626

DfES Number: 580122

INSPECTION DETAILS

Inspection Date 13/10/2004
Inspector Name Cheryl Langley

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Hollybush Under Fives Playgroup
Setting Address c/o Hollybush Primary School
Fordwich Rise
Hertford
Hertfordshire
SG14 2DF

REGISTERED PROVIDER DETAILS

Name The Committee of Hollybush Under Fives Playgroup Committee
1019073

ORGANISATION DETAILS

Name Hollybush Under Fives Playgroup Committee
Address c/o Hollybush Primary School
Fordwich Rise
Hertford
Hertfordshire
SG14 2DF

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

Hollybush Under Fives Playgroup opened in October 1992. It is a committee run playgroup that operates from a mobile classroom in the grounds of Hollybush Primary School in Hertford. It serves the local area.

There are currently 21 children on roll aged from 2 to 3 years. This includes 16 funded three year olds. Children attend for a variety of sessions. The setting currently supports children who speak English as an additional language and welcomes children with special needs.

The group opens five days a week during school term times. Sessions are from 09:00 to 11:15 from Monday to Friday with Lunch Bunch from 11:30 to 13:30 or 14:55 for Hollybush Nursery children.

There are four permanent members of staff working with the children. All the staff have early years qualifications to NVQ Level 3. The setting receives support from a teacher and are members of the Pre School Learning Alliance.

How good is the Day Care?

Hollybush Under Fives Playgroup provides good quality care for children. They are cared for by qualified, experienced and enthusiastic staff. There is a welcoming environment provided for all children and their families. Sessions are organised to ensure children can experience different types of free play and planned activities set out for them. Records, policies and procedures are accessible and confidentiality is maintained. All of the required documentation and policies are in place, but the statement of procedures should a parent have a complaint lacks some detail.

Staff have a good awareness of health and safety procedures and carry out risk assessments on a regular basis. The operational plan is in place and accessible to parents. Children are developing good hygiene practices. They are provided with a varied and healthy diet. Staff know the children well, they respond to their individual needs and interests. Praise and encouragement is given to develop children's

confidence and self esteem. The staff are good role models and the children are considerate and polite.

There is a broad range of play provided for the children through planned activities and free play, both inside the building and outside. The children play well together and are supported by staff who spend time talking to them, listening to them, and encouraging them to use their imaginations and develop social relationships.

There is a valuable partnership with parents. Information is shared both formally and informally. Parents are made to feel welcome and encouraged to become involved in the playgroup. Ofsted have received positive and complimentary feedback from parents about the staff and the care given to their children.

What has improved since the last inspection?

At the last inspection and additional visit for the temporary premises, Hollybush Under Fives Playgroup agreed to a number of actions. To ensure hazards to children are kept to a minimum, risk assessments are carried out regularly, electrical sockets have been made inaccessible to children with covers and children are closely supervised in the outside play area. The premises are maintained at an adequate and comfortable temperature for the children and current Public Liability Insurance is in place.

Documentation has been drawn up which supports the care of the children when receiving medication. Records are kept of all medication administered, with clear instructions received from parents, staff confirm administration and parents acknowledge the medication given. For safety during emergency evacuation a detailed register is kept of all children attending the group and the staff present. To support children should they experience any bullying the behaviour management statement refers to this and the procedures to be followed. The written complaints procedure still has to be updated to include the address and telephone number of the regulator.

What is being done well?

- Staff are very attentive, they ask children questions to make them think and extend their learning. They are interested in the children, spend time listening to them and enjoy taking part in playing with the children. There are a varied range of stimulating activities for the children which support their language, mathematical thinking, imagination and creativity. Planning for this includes visits from outside visitors to encourage children's knowledge and understanding of the wider community, such as visits from Fire Safety Officers, a librarian or pet owners with their animals. The children enjoy singing the frog song, brought to life with toy frogs of different colours, made to jump up and down in the parachute at circle time or being astronauts in the flying saucers, flying away and working out how many are left. The children laugh at their own attempts at knocking down the skittles with bean bags or have fun freely riding bikes and scooters.

- Staff work hard to support children with special needs, they work closely with their parents, other agencies and schools. One to one care is given when required and children are included in all activities.
- There is a warm and welcoming environment for parents and children. Some of the children's art and creations are on display and there are notices of information available to parents when they collect their children. The children greet the staff enthusiastically when they come into the playgroup.
- There are good procedures in place to encourage parents to take part in the playgroup and support the care of their children. There is a parent policy shared with all parents and a rota for those who wish to join-in with the playgroup. Various forms of information are used to communicate with parents, a regular newsletter, the parent booklet sharing children's records and informal feedback at the end of the sessions. Ofsted have received positive and complimentary comments from parents about the care of their children.

What needs to be improved?

- documentation with regard to the complaints procedure.

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
14	Ensure the statement of procedure to be followed where a parent has a complaint about the service provided by the registered person includes details of the regulatory body.

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

How effective is the nursery education?

The provision for nursery education at Hollybush Under Fives Playgroup is good. It enables children to make very good progress towards the early learning goals in their communication, language and literacy, mathematical development and physical development and generally good progress in all other areas of learning.

Teaching is generally good. Staff plan and deliver a broad range of activities which helps children make good all round progress. However, the leader is aware to review the organisation of some resources. They ask questions to make children think which extends their learning. Staff talk kindly and respectfully to the children and they respond well to their clear guidance and praise. They have a sound knowledge and understanding of how young children learn and they achieve high levels of interaction with them. Staff are working hard on the planning system to ensure that the children's assessment records link more closely to the stepping stones and early learning goals.

Leadership and management is generally good. The pre-school team work well together, are aware of their roles and responsibilities and provide a happy and relaxed environment. They have positive working relationships and are committed to providing good quality care for all children. Staff attend relevant training courses and appraisals are carried out annually.

Partnership with parents is very good. They are made welcome and are provided with good quality information about the setting. Staff are approachable and friendly, and offer parents frequent opportunities to discuss their child's progress. Parents are encouraged to be involved in their child's learning by helping at the group and sharing topic related words at home. Positive comments were received by parents 'I am actively encouraged to participate in sessions and made to feel welcome. It is an excellent way to see how your child is getting on'.

What is being done well?

- Children's communication, language and literacy skills are developing well. Their vocabulary is extended as they interact with each other and staff. They discuss autumn and winter words such as light and dark, cold and cloudy. Two to three topic related words are introduced each week and are displayed for parents to share with their child at home. Children are introduced to letter sounds at every opportunity. Staff actively encourage them to sound out the initial letter of their name and items or objects relating to the letter of the week. Children listen to story and nursery rhyme tapes and use books for enjoyment and to locate information.
- Children are provided with many opportunities to explore and investigate. The interest table is changed frequently and displays items relating to the current topic. Children enjoy exploring and looking at the autumn leaves, conkers

and fir cones on display and talk about the veins on the leaves as they look through magnifying glasses.

- Children are very sociable. They are confident when talking about their home lives and past experiences and they enjoy sharing their news.
- There is a calm and relaxed but purposeful atmosphere, which encourages children to feel secure and make full use of the learning opportunities provided. Staff are friendly and approachable and form good relationships with the children. They interact effectively with them and extend their learning.
- Children's behaviour is very good in response to realistic expectations and sensitive management by staff. Children are taught to be polite and respectful and are encouraged to share and take turns.

What needs to be improved?

- the planning system so that children's assessment records link more closely to the stepping stones and early learning goals and ensure they are used to inform planning of the next steps of the children's individual educational programme
- the organisation of activities so that children can independently access materials to develop their imagination and ideas in art and design and select tools and techniques to build, assemble and join materials.

What has improved since the last inspection?

The nursery has made very good progress since the last inspection. There were two key issues for action:

Enhance the programme for knowledge and understanding of the world by giving children greater access to, and use of, information and communication technology; developing their awareness of the passage of time; making them more aware of features in their local environment; and arranging further activities which enhance their knowledge of various cultures and ways of life.

Children use battery-operated telephones, electronic cash tills, remote control cars and a cassette recorder. They talk about past and present events in their lives and bring in photographs of themselves as babies and talk about now and then. They learn about the local environment through discussing a display map of the playgroup and surrounding areas. Children extend their knowledge of the world around them at news time discussions and collect items on nature walks to display on the interest table. They enhance their knowledge of various cultures through termly topics such as journeys, hot and cold countries, displays, different foods, resource books and dressing up clothes.

Develop in the programme for communication, language and literacy a more systematic approach to broadening children's vocabulary through the regular

introduction, explanation and use of new words; and further opportunities for children to develop and practise their pencil control and writing skills.

Two to three new words are introduced each week and are displayed for parents to learn with the children at home. Children bring in items from home to talk about at group time, which relate to the letter of the week. At the time of inspection a writing area was not set up in the temporary mobile unit. However, a permanent writing table was available in the group's previous setting for children to practise their mark making skills. They will access the writing area freely when they return to their renovated classroom.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are happy, motivated and keen to learn. They are involved and interested in their play and are able to persevere at their tasks. Children learn to share and make friends as they participate in activities to celebrate friendship week. Children behave very well and are forming good relationships with staff and each other. They are developing some personal independence skills, however, the organisation of snack time and some resources does not allow children to operate independently.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children listen and respond well to instructions, stories and information. They enjoy looking at books and use them to locate information. More able children can link sounds to letters and practise letter formation as they begin to write their name. They enjoy playing the memory game using their name cards, as they are encouraged to sound out the initial letter. Children's vocabulary is extended as staff interact effectively during role play situations and through weekly topic related words.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children enjoy singing number rhymes and songs as they use their fingers to count spacemen and calculate how many are left as one flies away. They throw beanbags at skittles as they decide how many have been knocked down and how many are left. They learn to recognise numbers as they talk about the date and place on the weather chart. Children draw around shaped objects and cut out stars from play dough. Staff use meaningful language to help children develop their early mathematical thinking.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children explore and investigate as they use magnifying glasses to look at items of interest in the environment. The interest table is frequently changed and relates to the current topic. Children talk about past and present events in their lives and enjoy visitors to the group to introduce ideas about the outside world. They taste foods from different countries and discuss French Words. However, there are limited opportunities for children to freely access materials to build, assemble and join.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children have the opportunity to refine and develop their physical skills using a range of small and large equipment. They enjoy travelling around, under and through assault courses and using the parachute. Children walk backwards and forwards balancing beanbags on their heads. They understand basic hygiene routines and learn about the importance of eating healthy foods. Fine motor skills are developed using toys, puzzles, play dough, and tools to spread and cook.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children explore colour and texture through a range of guided art and craft activities such as creating forest collages, paper kites, hand and vegetable printing and marble painting. They listen to classical music and enjoy participating in country dancing using musical instruments. They talk about loud and soft sounds and are encouraged to name the instruments they hear. There are few opportunities for children to express their ideas, freely choosing their own art and craft materials.

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

- develop the planning system so that children's assessment records link more closely to the stepping stones and early learning goals and ensure they are used to inform planning of the next steps of the children's individual educational programme
- review the organisation of activities so that children can independently access materials to develop their imagination and ideas in art and design and select tools and techniques to build, assemble and join materials.

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.