



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 206905

DfES Number: 511216

INSPECTION DETAILS

Inspection Date	24/09/2004
Inspector Name	Judith Allbutt

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Willington Pre-School Playgroup
Setting Address	The Hawser Hut 42 Castleway Willington Derbyshire DE65 6BT

REGISTERED PROVIDER DETAILS

Name	Willington Pre-School Playgroup 1022920
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ORGANISATION DETAILS

Name	Willington Pre-School Playgroup
Address	The Hawser Hut, Castle Way Willington Derby Derbyshire DE65 6BT

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

Willington Pre-School Playgroup opened in 1972. It operates from the annexe to The Old School in the village of Willington in Derbyshire. The playgroup serves the local community and surrounding area.

There are currently 37 children from two years to under five years on the register. This includes 15 funded 3-year-olds and 11 funded 4-year-olds. Children attend a variety of sessions. Some children with additional needs attend the setting but no children currently attend for whom English is an additional language.

The sessional day care opens five days a week during school term times only. Sessions are from 09:15 until 11:45.

There are nine members of staff working with the children, of whom five hold early year qualifications and four are working towards qualifications. The setting receives support from the Derbyshire Early Years Development and Childcare Partnership and are members of the Pre School Learning Alliance.

How good is the Day Care?

Willington Pre-School Playgroup provides satisfactory care for children. The established staff are very experienced in childcare and all new staff are encourage to access training. They work well as a team, with named staff taking responsibility for the planning and the running of the sessions. Generally policies and procedures are in place.

Staff give high priority to ensuring the children's safety. They are vigilant children arrive and leave and risk assessments are regularly undertaken. The premises are clean, well maintained and provide a welcoming environment to the children and their families. Staff have a good knowledge of the children and use this to adapt activities well to meet the children's needs. Hygiene procedures are good and children are encouraged to develop independence with their personal hygiene. Staff

have a good understanding of healthy eating and encourage the children to try new foods, but children do not have suitable access to drinking water. Most staff are aware of their responsibilities relating to child protection and have a suitable understanding of issues that would cause them concern.

A wide and stimulating range of activities are available to the children, which helps them make progress in all areas of learning. The planning and effective age grouping ensures that children's needs are met. Staff interact enthusiastically with the children and offer good levels of encouragement and praise to them in their play. Staff are good role models and support children well during practical activities, extending their learning through effective questioning. Children's achievements are recognised and valued. The systems in place to support children with special needs are generally effective.

The setting provides good written information about the topics and the curriculum and staff share information verbally with parents about the children's care. However there are limited opportunities for parents to view the child development records.

What has improved since the last inspection?

At the last inspection the setting agree to provide information to Ofsted to ensure that the committee members could be appropriately vetted. The setting provided all of the committee members with vetting forms and these have now been completed and returned to Ofsted. They have reviewed their registration system and children's and staff's times of arrival and departure are now fully recorded. Their no smoking policy is established and usefully displayed so that everyone is well informed. They have also established a complaints procedure but currently this does not provide the contact details of the regulator.

What is being done well?

- The setting has a high commitment to its own improvement, with all the staff holding or working towards early years qualifications and regularly attending training events.
- Children have formed secure relationships with each other and the staff. Staff know individual children well and liaise closely with parents and other professionals to ensure that all children's needs are met.
- The setting has a exciting range of play equipment. This, enhanced by the staff input and the planning, allows the children to access a wide range of interesting and fun activities.
- Staff support children well during practical activities and extend their learning through effective questioning. They are good role models and encourage the children to play co-operatively and make independent choices.
- Staff have good relationships with the parents, who receive useful information on forthcoming topic and events. Parents are regularly able to discuss their child's care and welfare with the staff.

What needs to be improved?

- children's access to fresh drinking water
- the complaints procedure, so that it provides the regulators name and contact details
- the procedure for lost or uncollected children

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	Produce a procedure for lost or uncollected children.
8	Ensure fresh drinking water is available to the children at all times.
12	Ensure that the complaints procedure names the regulatory body and provides its contact details.

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

How effective is the nursery education?

Willington Pre-School Playgroup offers generally good pre school education. The children are making very good progress in their personal, social and emotional development, their mathematical development, their knowledge and understanding of the world and their creative development.

Teaching is generally good. Staff provide a broad and generally well balanced programme of activities to motivate the children's learning. However a few aspects of the curriculum are not being covered regularly. They have very good relationships with the children and encourage the children to be polite and well mannered. They generally support children's learning well and they have some worthy new initiatives to extend the support given to children with special educational needs.

Leadership and management is generally good. There are good links between the committee and the staff team and development targets for the setting are in place. Staff work well as a team and this helps to create a happy and stimulating environment for the children to develop in. Activity evaluation is undertaken informally and this on the whole assists the setting's ability to monitor nursery education. However child assessment records are not accurately evidencing the children's individual progress towards the early learning goals, nor are they being updated sufficiently.

Working in partnership with parents is generally good. Parents are provided with useful written information about the setting and the early learning goals. They are able to take an active role in the running of the setting but have limited opportunities to become involved in their children's learning. Parents regularly discuss the care and welfare of their child but they have poor access to their child's development files and few opportunities to contribute their own comments and observations into the files.

What is being done well?

- Children are outgoing, they speak with confidence during group discussions and readily suggest their own ideas. They are making secure relationships with the staff and their peer group.
- Children are interested in the activities provided, often concentrating for extended periods as they imaginatively develop their own ideas in craft activities. Staff actively encourage children to experiment with techniques of how to join objects and design for their own purpose, which enables the children to be individually creative.
- Children have the opportunities to use numbers and mathematical language in a good range of practical situations. They are also developing a secure knowledge of shapes and are able to use comparative language such as

more and less when looking at quantities.

- Children enthusiastically access a wide variety of planned energetic play opportunities which are providing children with valuable occasions to build on their developing climbing, balancing and coordination skills.
- Planning is effective in providing the children with a good range of activities which support their learning. Staff interact well with the children and provide a secure environment that encourages the children to learn, play and socialise.

What needs to be improved?

- opportunities for the children to learn about the importance of keeping healthy, how they can achieve this and look at the changes to their bodies when they are active
- child assessment records, so that they are regularly reviewed and clearly evidence children's progress through the Foundation Stage Curriculum
- parent's opportunities to be involved in their child's assessment records, so that they can regularly feed information in, receive updates on their child's progress and gain ideas on how they can support their children's learning.

What has improved since the last inspection?

The setting has made very good progress since the last inspection. It has reviewed and increased children's opportunities to use their senses and they are now encouraged to do so in a wide range of fun and practical activities, such as feeling and describing the materials that they use to create collage pictures. Children through topic work are regularly looking at objects to investigate how things work and they are frequently heard to ask questions about why things happen. During large group time the children use a weather and days of the week board, they are showing good recognition of the familiar words used, they often suggest the initial letter sounds and with increasing confidence are suggesting what words say. Children are now provided with good opportunities to initiate their own activities and adult are always available to support and guide the children and to encourage them into new areas of learning for example in the role play area and water tray.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

The children are interested in the resources and have a confident and positive approach to their learning, they can concentrate and often play for extended periods. They have good independence skills and are well behaved and polite. They show care and concern for others and are learning to work co-operatively. The children have secure relationships with the staff and are mostly out going. They are developing close friendships with their peers and have good community contact.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children speak clearly and with increasing vocabulary, they are able to listen and respond to others contributions. However the use of sign language is not fully integrated during group activities. Children enjoy using their emerging writing skills. They have good opportunities to hear letter sounds and some are making strong links between letter sounds and written letters. Children have good access to books, they understand that print carries meaning and frequently enjoy reading.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are developing their understanding of mathematical concepts and language, they are learning to count accurately and recognise written numerals. Children are developing their understanding of addition and subtraction by singing number songs and by taking part in practical activities that involve simple calculations. Children's knowledge of shapes and size is increasing through topic work and they use resources such as straws to recreate shapes that they have been learning about.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have valuable opportunities to select their own resources and techniques for designing and have good access to simple IT equipment. They are learning about their own and different cultures through a broad range of topic work. The children talk enthusiastically about their families and events that they have enjoyed. They observe weather patterns and the seasons and have useful opportunities to investigate and find out about living things.

PHYSICAL DEVELOPMENT	
Judgement:	Generally Good
Children's small hand skills and whole body movements are developing through effective use of equipment both indoors and outside. Children have beneficial opportunities to select and use safely a wide range of small tools. Children access an extensive range of physical and energetic activities, which aids their coordination, balance and awareness of space. However children are not learning about the effect that healthy eating and exercise can have on their health.	

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Many activities enable children to use a good variety of materials, media and techniques and the children are often absorbed when exploring colour, texture, form and shape. The children are developing a good repertoire of songs and have exciting opportunities to make, move and listen to a range of music. They are able to play cooperatively, following through ideas together and independently and enjoy using their imaginations and own experiences to develop their games in role play activities.	

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

- Increase children's opportunities to learn about the importance of keeping healthy, how they can achieve this and look at the changes to their bodies when they are active.
- Review the procedures for completing child assessment records, so that they are regularly updated and clearly evidence children's progress through the Foundation Stage Curriculum.
- Develop parent's opportunities to be involved in their child's assessment records, so that they can regularly feed information in, receive updates on their child's progress and gain ideas on how they can support their children's learning.

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.