



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 101710

DfES Number: 515237

INSPECTION DETAILS

Inspection Date	18/09/2003
Inspector Name	Caroline Finney

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	North Nibley Playgroup
Setting Address	North Nibley Village Hall Innocks Estate North Nibley, Dursley GL11 6DP

REGISTERED PROVIDER DETAILS

Name	The Committee of North Nibley Playgroup
------	---

ORGANISATION DETAILS

Name	North Nibley Playgroup
Address	North Nibley Village Hall Innocks Estate, North Nibley Dursley GL11 6DP

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

North Nibley Playgroup opened in 1974. It operates from the main hall, kitchen and toilets of a village hall in North Nibley, Gloucestershire. The playgroup serves the local area.

There are currently 15 children from two to under five years on roll. This includes 13 funded three-year-olds, and no funded four-year-olds. Children attend for a variety of sessions. None of the children have special needs or speak English as an additional language.

The group opens for two days a week, on Tuesdays and Thursdays during school term times. Sessions are from 09:00 to 11:30.

Two members of staff work with the children, one of whom has an early years qualification equivalent to NVQ Level three. The setting receives support from a teacher/mentor from the Early Years Development and Child Care Partnership.

How good is the Day Care?

North Nibley Playgroup provides satisfactory care for children. Staff provide a welcoming environment that is well organised to meet children's needs. They offer children a wide range of good quality equipment and make good use of the local environment as a resource for children's learning. They work closely with the children to provide them with effective individual and group support. The group has appropriate procedures for recruiting staff, updating training and maintaining staff ratios, but no formal induction arrangements for new staff. Also, their policies are not clear concerning issues which do not regularly occur within the setting.

Staff make appropriate arrangements to meet children's health and dietary needs, and to include all children, including those who have additional needs. They have good procedures to maintain security and are appropriately aware of safety issues and their responsibilities in relation to child protection, although the setting's risk assessment only covers some areas of the premises.

Staff provide a wide range of interesting activities so that children are actively involved in them and progressing well. Staff are actively engaged with children, show interest in their activities, offer them choices, praise and encouragement and encourage their thinking. They manage children's behaviour positively and consistently, so that children are generally well behaved and any difficulties are effectively resolved. They provide children with good opportunities to learn about other cultures and develop positive attitudes towards others overall, although these are limited in relation to disabled people and children's own minority cultural heritage.

Staff have good informal verbal procedures for sharing information with parents and provide clear written information about playgroup routines and events. Parents are very pleased with the quality of provision and find staff approachable and informative.

What has improved since the last inspection?

At the last inspection, staff and committee members agreed to conduct a risk assessment of the premises; maintain a written record, signed by parents, of medicines given to children; develop an action plan that sets out how the play leader will achieve a level 3 qualification; and make sure that the toilet door is safe.

In the six months since the last inspection, staff and committee members have conducted a risk assessment of some areas of the premises and provided an appropriate safety guard for the toilet door. They have developed a procedure for recording medication, although it has not been necessary to use it during this period, and sought advice from the Early Years Development and Childcare Partnership to identify accessible training for the play leader. They are aware that further action is needed regarding the risk assessment and staff training, and intend to pursue these matters until they are fully resolved.

What is being done well?

- Staff relate to children well, so that children are happy and confident; and provide a broad range of interesting activities so that children enjoy and are interested in their play and making good progress overall.
- Staff work hard to provide an attractive, welcoming environment that is well organised to meet children's needs in a setting where all equipment has to be cleared away at the end of each session. They offer a good range of play equipment made as accessible as possible within the constraints of the premises, so that children are very interested in activities.
- Staff manage children's behaviour well, consistently providing praise and positive reinforcement for good behaviour, and intervening promptly to address any difficulties with clear explanations and age appropriate discussion, so that children are generally well behaved, and learning to co-operate with one another.
- Staff and parents have positive and co-operative relationships, and good

informal procedures for sharing information about children, so that parents are very pleased with the provision offered by the setting.

What needs to be improved?

- the operational plan, so that areas that relate to issues which are not the usual experience of the setting fully meet the Children Act Regulations and clearly address contingencies raised in the National Standards;
- the risk assessment of the premises, so that this identifies all areas of risk;
- the child protection statement, so that this clearly reflects the setting's procedures and makes parents aware of staff members' responsibilities;
- the opportunities for children to develop a positive understanding of disabled people and, where applicable, to value their own minority cultural heritage.

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	make sure that the operational plan clearly addresses contingencies mentioned in the Children Act Regulations and National Standards, such as lost children, staff induction, notification of serious events and information about Ofsted in the complaints procedure;
6	make sure that the risk assessment covers all areas of the premises;
9	improve opportunities for children to develop a positive understanding of disabled people and, where applicable, to value their own minority cultural heritage;
13	make sure that the child protection statement reflects the practice of the setting, and that parents are made aware of staff responsibilities with regard to the reporting of suspected child abuse or neglect.

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

How effective is the nursery education?

North Nibley Playgroup provides good quality nursery education. Children are making generally good progress towards the early learning goals.

The quality of teaching is generally good. Staff interact with children well and build positive relationships with them. They offer a stimulating learning environment that closely reflects the local community and effectively develops children's understanding of the wider world. They encourage children to explore new experiences and use questioning well to develop their thinking. They manage children's behaviour effectively and create opportunities for children to exercise choice, develop initiative and show responsibility. They make very detailed plans and evaluations, and undertake regular observations and assessments, but these do not always clearly show the link between learning intentions and activities, differentiate between ability levels or demonstrate children's learning over time.

Leadership and management is generally good. The setting has a clear management structure with well defined staff and committee roles. Committee members hold regular meetings and staff daily discussions. There are good relationships between staff and committee members, although in practice the burden of responsibility for the educational provision rests on the leader. Both are committed to improving the provision for children, and have clear plans for its further development, but would benefit from closer use of current national guidance when evaluating the setting.

Partnership with parents is generally good. Staff welcome parents and encourage their involvement in the setting. They offer parents appropriate written information, including advice for parent helpers and regularly displayed plans. They have good informal arrangements to share information with parents, but make insufficient use of information from parents in assessment.

What is being done well?

- Children are confident, explore with interest, enjoy challenges, show pride in their achievements, make good connections between their life experiences and develop good social relationships with adult support.
- Children are very competent speakers, and use language well for thinking.
- Children are curious about their environment, have good opportunities to explore the natural world, and have a good sense of time and place.
- Children move very confidently, in both controlled and spontaneous ways, use equipment well and have good fine and gross motor skills.

What needs to be improved?

- planning, so that this reflects the Foundation Stage guidance, clearly links learning intentions and activities, and differentiates between differing ability levels;
- assessment, so that this clearly identifies children's progress over time and uses information from parents in the assessment process.

What has improved since the last inspection?

The playgroup has made generally good progress since the last inspection. Staff now cover all six areas of learning in planning, although they occasionally overlook some aspects of individual stepping stones. They do not clearly indicate staff deployment and children's grouping in their written plans but manage this appropriately overall since this is a very small setting.

Staff now cover all six areas of learning in children's assessments, and base them on regular observation of children's response to activities, although they do not clearly show children's progress and learning over time.

Staff now make detailed daily evaluations of their planning, although these tend to describe events and children's participation in and enjoyment of activities, rather than clearly identify what children have learnt. Staff and committee members regularly consult the local EYDCP and have plans in place to develop a staff appraisal system.

Staff provide regular opportunities for children to express their own ideas and feelings through some aspects of creative play and in discussion surrounding creative activities, but still tend to provide relatively formal craft activities which offer limited opportunities for children to express themselves freely through the medium of the activity itself.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
------------	-----------

Children separate from their carers confidently and explore new experiences with interest and concentration. They enjoy challenges, show pride in their achievements and actively make connections between different parts of their life experience. They generally relate well to others, have co-operative relationships and are beginning to accept the needs of others with support: for example, they tidy up enthusiastically and thoroughly, sharing equipment sensitively so that others can join in.

COMMUNICATION, LANGUAGE AND LITERACY

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

Children are confident speakers and use language well for thinking: for example, a child exclaims "Here's a spanner!" and describes their model. They recognise their names well, and some can write them. They are interested in books, using them appropriately and listening attentively when they are read in a large group, although they have limited opportunities to share books in small groups. They have good fine motor skills, but have limited informal opportunities to develop writing skills.

MATHEMATICAL DEVELOPMENT

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

Children are interested in mathematical problems, and count and sequence well: for example, a child carefully sequences toy frogs by size and colour. They recognise shapes well and compare group sizes competently. They enjoy number rhymes but do not often use mathematical language or positional words in their play.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Children are interested in exploring and investigating activities and equipment and have good opportunities to explore their environment. They actively talk about significant events and experiences, and are very observant: for example, children comment "There's a stripy jumper!" and "There's a hole in there!" They demonstrate good design and construction skills, although they have limited opportunities to develop an understanding of information and communication technology.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
------------	-----------

Children move confidently and spontaneously in different ways and in different spaces. They have good fine and large motor skills. They operate equipment and use tools and materials competently. They manage their bodies well when making controlled movements, using large equipment and negotiating spaces: for example, they use the steps, slide and sliding pole on large outside play equipment very skilfully with adult support.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children recognise colours well and explore texture and space with concentration. They demonstrate and join in songs with enjoyment, and eagerly participate in imaginative play, freely expressing their ideas: for example one child exclaims "I'm the doctor!" and another shows that they are a vet, with a mask, gloves and bandaged fox glove puppet. However, they have limited opportunities to use musical instruments informally or express themselves freely in craft 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

- ensure that planning reflects the Foundation Stage guidance, clearly links learning intentions and activities, and differentiates between differing ability levels;
- ensure that assessment clearly identifies children's progress over time, and makes use of information from parents in the assessment process.

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.