



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 253086

DfES Number:

INSPECTION DETAILS

Inspection Date	28/04/2003
Inspector Name	Susan Riley

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Bircotes Pre-school
Setting Address	Grounds of B&H Community School Whitehouse Road, Bircotes Doncaster South Yorkshire DN11 8EF

REGISTERED PROVIDER DETAILS

Name	The Committee of Bircotes Pre-school 1038773
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ORGANISATION DETAILS

Name	Bircotes Pre-school
Address	Grounds of B&H Community School Whitehouse Road, Bircotes Doncaster South Yorkshire DN11 8EF

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

Bircotes Playgroup opened in 1990. It operates from one room within Bircotes and Harworth Community School. The group also has access to the staff room, toilets and a small enclosed outdoor play area. The playgroup serves the local rural villages. It is a registered charity and is managed by a committee of parents.

The playgroup is registered to provide 26 places for children between two and five years-of-age. There are currently 49 children on roll. This includes 26 funded three-year-old children and three funded four-year-olds. Children attend a variety of sessions each week. The playgroup supports children with special educational needs and whose first language is not English.

The playgroup opens five days a week during school term times. Sessions run from 09.15 hrs to 11.15 hrs for under 3's and from 9.15 hrs to 11.45 hrs for over 3's on Tuesdays, Wednesdays and Thursdays. On Monday and Fridays, sessions run from 12.15 hrs to 14.15 hrs for the under 3's and from 12.15 hrs to 14.45 hrs for the over 3's.

Six staff work with the children. Five staff have early years' qualifications, and one has nearly completed early years' training. The setting receives support from the Nottinghamshire Early Years Development and Childcare Partnership.

How good is the Day Care?

Bircotes Playgroup provides good quality care for children under eight years.

The registered person has effective procedures in place for appointing and vetting staff, and they have appropriate procedures in place to protect children. Staff deploy themselves well around the setting and are very clear of their roles and responsibilities. They observe children's development and keep records that help them to meet each child's individual needs. These records are accessible, are stored securely and are maintained in a confidential manner. A comprehensive set of policy documents and procedures are in place, and most records are kept in good order.

Staff organise and use space well to meet children's needs. The toys and equipment, which children access freely, are stimulating and provide sufficient challenge. Staff maintain good supervision of children and show a good awareness of safety issues around the setting. They effectively address issues as they arise. Staff actively promote good health and hygiene practices for children. Staff are aware of children's individual dietary needs and children have access to water at all times. All children are valued and included and have equal access to appropriate toys, resources and equipment.

Staff provide many age appropriate activities to meet the needs of all the children, which helps them to make very good progress in all areas of development. Staff show interest in the children; they play, listen and interact with them well. Children are very well behaved, and staff support this by being good role models.

A warm and welcoming environment is provided for parents and children.

Relationships between parents and staff are very good and parents state that they are very happy with the care their children receive.

What has improved since the last inspection?

At the last inspection the group was asked to devise a policy about the exclusion of children who are ill or infectious. A new policy has been written and is now in place. Staff were asked to ensure written consent from parents is in place prior to taking children off the premises, which has now been incorporated into the children information forms, which the parents complete. Procedures were required to be updated regarding keeping a record of all visitors to the setting and to ensure that all persons working or having regular contact with children submit appropriate vetting forms. These procedures are now both in place and staff ensure that they supervise children at all times and that they are safe. Changes made have benefitted attending children's health and safety.

What is being done well?

- The setting is warm and welcoming to all. Children's artwork is displayed; there is an information area for parents in the entrance, and first names are used by all. The premises are clean and well maintained. The space is well organised to meet children's needs.
- Staff provide a stimulating range of activities, allowing children to make decisions, have free choice of resources, play and companions. Children are confident and happy within the setting; they are well involved in their play.
- Staff offer consistent praise and encouragement and present themselves as good role models for children's behaviour. Appropriate and consistent methods are used by staff in the management of children's behaviour, as in gentle reminders being given.
- Staff have due regard for the current Code of Practice for the Identification and Assessment of Children with Special Educational Needs. Staff have received training on this and they are very clear of their roles and

responsibilities.

What needs to be improved?

- the procedures for the recording of accidents.

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
7	ensure all injuries and incidents where no wound is visible are recorded
7	ensure that the type and location of any injury is recorded

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

How effective is the nursery education?

Bircotes Playgroup offers a very good educational programme in a friendly and stimulating environment and children are making very good progress towards the early learning goals.

The quality of teaching is very good. There is good interaction between the staff and children. The staff are interested in the children and actively play with them. Staff have high expectations for children's behaviour and promote this through praise and encouragement. Effective planning is in place and this, alongside the regular assessments of children, ensure that all children's developing needs are met. Staff demonstrate a good knowledge of children's individual abilities and stages of development. Staff work well as a team and use the space and resources well to support children's learning.

Leadership and management of the setting is very good. Staff and committee meetings are held on a regular basis to assess current strengths and weaknesses of the provision and develop ways to enhance practice. There are clear systems in place to support children with special educational needs. Staff and committee are committed to improving the care and education within the setting. Staff act as good role models for children.

The partnership with parents and carers is very good. Parents are provided with good information about the setting and what it provides. They are very well informed about their child's progress and achievements, through formal and informal discussions with the keyworker. All parents are actively involved with the setting and are able to participate in their child's learning.

What is being done well?

- Staff work effectively as a team to offer a good range and balance of activities and experiences, and are good role models for children.
- Staff establish positive relationships with children and parents.
- Children's personal, social and emotional development is very well supported, which results in children being happy, confident, interested and eager to learn.
- The management of children's behaviour due to staffs' continual praise and encouragement, and their sensitive approach to undesirable behaviour.

What needs to be improved?

- the provision of more opportunities for children to write for a purpose or to begin to write their own name as part of everyday activities.

What has improved since the last inspection?
<p>The action plan from the previous inspection has been fully implemented.</p> <p>Improvements have been made in the system for assessing children's progress and achievements, and these are now used to inform the planning. Children are given opportunities to use technology and programmable toys to support their learning. They are also given good opportunities to develop their creative skills, through music and the wide range of readily available materials and resources for them to choose from.</p>

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are actively involved in their learning, they show independence when selecting and carrying out activities. They are happy and confident in the setting; they show respect for one another, by taking turns and sharing. Children have good relationships with staff, behaviour is good and manners are encouraged. Some children show good levels of concentration; they are able to sit and complete tasks.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children are confident with language, they engage freely in conversations with peers and adults. They are starting to link sounds to letters. Children use books correctly and handle them with care. They understand that print carries meaning and can recognise their own name. Opportunities for children to write their own name or make marks in everyday situations are limited.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children are learning well about shape and size. They can name shapes and compare size during practical activities provided. They are confident using numbers, able to recognise numerals and count reliably up to 10 and beyond. Children are developing mathematical ideas and methods to solve practical problems through their play and they are beginning to use some mathematical language, such as bigger or smaller.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children are given opportunities to explore and find out about their environment, through the half termly topics, nature walks, and watching plants grow. Their design and making skills are developing well. They are able to construct with purpose, using a wide variety of resources. Children know how to use and operate simple equipment as in the tape recorder and clock timer. They are beginning to have an awareness of other cultures and beliefs.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move confidently and in safety around the setting and are progressing well in activities requiring fine manipulative skills and hand-eye coordination. They are able to use a range of small and large equipment with purpose. Children display a good awareness of personal space and space around others. Outdoor play is a daily part of the routine and children are encouraged to be active, which helps to develop their large muscles.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Good opportunities are provided for children to explore colour, texture, shape, and space in two and three dimensions. Children enjoy activities, are able to respond in a variety of ways to what they see, hear, taste, touch and feel. They are able to express and communicate ideas, thoughts and feelings through musical instruments, imaginative play and songs.	
Children's spiritual, moral, social, and cultural development is fostered appropriately.	

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- increase opportunities for children to write their own name or make marks in everyday situations.

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.