



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 319185

DfES Number: 535642

INSPECTION DETAILS

Inspection Date	09/12/2004
Inspector Name	Marie Mcconville

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Gosforth Garden Village Playgroup
Setting Address	The Bowls Pavillion Rosewood Avenue Gosforth Newcastle Upon Tyne NE3 5BJ

REGISTERED PROVIDER DETAILS

Name	The Committee of Gosforth Garden Village Playgroup
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ORGANISATION DETAILS

Name	Gosforth Garden Village Playgroup
Address	The Bowls Pavillion Rosewood Avenue Gosforth Newcastle Upon Tyne NE3 5BJ

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

Gosforth Garden Village Playgroup opened in 1978. It is located in the bowls pavilion which is shared with a number of other local community groups. The playgroup is situated in Gosforth, a suburb of Newcastle Upon Tyne, and serves the local community. The playgroup is open Monday, Tuesday, Thursday and Friday from 09:30 until 11:45, 39 weeks of the year.

There are currently 19 children on the register who attend various sessions. There are 18 three and four year olds, at present there is one child who is in receipt of funding. There are currently no funded children who have English as an additional language or who have special educational needs.

The playgroup is run by a committee. There are three members of staff, including the manager, who work with the children. A proportion of the staff hold a relevant qualification.

The playgroup receives support from a teacher consultant from the local authority.

How good is the Day Care?

Gosforth Garden Village Playgroup provides satisfactory childcare. The staff team are committed and dedicated to the provision they make for children in a shared environment. They promote the safety and well being of children through their vigilance and good daily routines that children are familiar with and take part in with enthusiasm. Children have access to a healthy diet that includes daily portions of fruit and opportunities to taste food from other cultures. Policies and procedures are in place that staff are familiar with and put into practice, however fire evacuation procedures are not prominently displayed and no member of the staff team hold a food hygiene certificate. The manager does not hold a level three qualification.

Children take part in an interesting, stimulating range of activities with a good balance of adult led and child driven tasks. Staff know the children well, they listen and observe children during their play and question children to find out what they

know and can do to support planning that helps children make steady progress in their development and early learning. Children have many opportunities to make choices about what they want to do, accessing a range of toys and activities, promoting their confidence and independence. Children behave well, they are able to share, take turns and think about the needs of others, however at times behaviour management strategies are not always consistently applied. Resources positively reflect equal opportunities and children who have English as an additional language are well supported through good collaboration between parents and staff.

Staff have developed good relationships with parents who are made welcome in the setting. Staff ensure that there are daily opportunities for parents to discuss aspects of their child's care. Policies and procedures information pamphlets are available. Parents are very supportive, taking part in and organising fund raising events to enhance the provision.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Staff have developed good relationships with parents who are made welcome in the setting and are kept well informed about their children's progress. Parents are very supportive, taking part in and organising fund raising events to promote the provision made for their children.
- Staff are vigilant about the safety and well being of children through good daily routines that children are aware of.
- A committed, dedicated staff team who work extremely hard to provide a stimulating, caring environment for children in a shared environment.
- Children take part in an interesting, well balanced range of activities, staff interact well with the children, listening, observing and questioning them to find out what they know and can do helping children make steady progress in their early learning and development.
- The accessibility of activities that provide opportunities for children to make choices about what they want to do promoting their confidence and independence.

What needs to be improved?

- the qualification of the manager.
- the behaviour management strategies.
- the accessibility of food hygiene certificates and the display of fire evacuation procedures.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There are no complaints to report.

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 must take the following actions by the date shown

Std	Action	Date
1	Provide an action plan that shows how the manager will achieve a level three qualification appropriate to the post.	28/02/2005

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
6	Ensure that fire evacuation procedures are prominently displayed and staff have appropriate food hygiene certificates in place.
11	Ensure that behaviour management strategies are consistently applied.

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

How effective is the nursery education?

Gosforth Garden Village Playgroup provides good quality nursery education. Children are happy, confident and making generally good progress towards the early learning goals in most areas of learning and very good progress in knowledge and understanding of the world and creative development.

The quality of teaching is generally good. Staff have a secure understanding of the early learning goals and provide a range of interesting activities with a balance of adult led and child driven activities. Staff have developed good relationships with the children. They interact well with the children and use good questioning techniques to find out what children know and can do, they praise children's achievements.

However children's assessment is not sufficiently developed to inform planning and ensure that appropriate challenges are made for more able children. Daily routines do not incorporate sufficient opportunities for mathematical development. Well planned, meaningful activities help children gain an understanding of their own community and other cultures.

Leadership and management is generally good. The staff team are dedicated and have a clear understanding of their roles and responsibilities within the group. The differing skills and abilities of each member of the team are valued and contribute to the overall planning. However, the mechanisms to monitor the educational programme are not rigorous enough to identify gaps.

Partnership with parents and carers is generally good. Parents are made welcome in the setting and are kept informed on a daily basis about what their children do through a regular exchange of information. A plethora of information such as videos and pamphlets are shared with parents about the foundation stage. Parents have access to children's assessment, however after initial input, do not contribute what their child knows and can do to help inform future planning.

What is being done well?

- The staff team who are committed to the care and education of the children. They work together well as a team, with individual strengths valued and acknowledged, contributing to the overall progress children are making.
- Staff have developed good relationships with the children, they listen well, observe and use good questioning techniques to find out what children know.
- The programme for knowledge and understanding of the world, children take part in meaningful activities that help them gain an understanding of their own community and the wider world.
- Happy, confident children who clearly enjoy coming to playgroup, they take part in many activities with great enthusiasm and often sing spontaneously as they play.

- Good relationships with parents who are kept well informed about the foundation stage and their children's learning through a plethora of information including, videos, information sheets and access to the programme of activities.

What needs to be improved?

- the assessment of children.
- the monitoring and evaluation of the educational programme.
- the opportunities for children to develop mathematical concepts in planned activities and daily routines.
- the challenges set for more able children.

What has improved since the last inspection?

Generally good progress has been made since the last inspection when three key issues were raised.

Parents have access to a range of information about the foundation stage through videos, booklets and information about each area of learning. The programme of activities is displayed so that parents are well informed about what their children do on a daily basis.

The programme for knowledge and understanding of the world has been extended so that children take part in meaningful activities that help them understand about their own community and other cultures.

The programme for personal, social and emotional development helps children to use their own initiative during daily routines, older children self register and are beginning to take care of some personal needs, however there are insufficient opportunities for children to refine some self help skills during some daily routine.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are happy and confident, they have settled well and developed good relationships with staff and their peers. Children explore their environment selecting activities, showing perseverance as they complete child driven and adult led tasks. They show concern for each other and their environment. Behaviour is generally good but staff do not always use consistent methods to help children understand the rules of the group.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children are good communicators, they use language to express their thoughts and ideas as they chat to each other and the staff. Older children recognise their own names as they self register and link letter sounds to letters. Children enjoy stories and handle books with care. Children have a good repertoire of songs and often sing spontaneously during play. However, there are insufficient planned opportunities for children to practice writing, some letters in labels are incorrectly formed.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children show an awareness of shape as they construct with a purpose. They use mathematical language as descriptors. Older children recognise and name numbers beyond six but there are insufficient opportunities to practice counting and simple calculation in everyday activities and missed opportunities to explore measure and size in adult led activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children enjoy a range of meaningful activities that enables them to learn about their own environment and other cultures. They explore and experiment as they find out how things work such as binoculars and magnifying glass. They use the computer and select programmes using the mouse with understanding. Children are developing a good understanding of time as they talk about significant past and future events in their lives.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children's physical skills are developing well, they climb, balance and jump as they take part in a range of activities indoors. They use a range of wheeled toys and negotiate obstacles outdoors. Children's fine motor skills are developing as they use a variety of tools for a purpose, for example as they use scissors and cut purposefully and control the mouse. However there are insufficient opportunities to develop children's understanding of bodily awareness and hygiene practice.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children recognise and name colours, they choose colours for a purpose and comment on change when colours are mixed. They join in favourite songs with great enthusiasm and sing spontaneously as they play. Children are developing a sense of rhythm and move in time to the music they create when using musical instruments. Children play cooperatively when engaged in the same theme.	
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

- Further develop children's assessment so that it effectively informs future planning and appropriate challenges are set for more able children.
- Develop a method to monitor the educational programme so that any gaps are identified and addressed.
- Extend opportunities in planned and everyday activities for children to develop their mathematical concepts in relation to counting, simple calculation, shape and measure.

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.