



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY217505

DfES Number: 537585

INSPECTION DETAILS

Inspection Date 21/10/2003
Inspector Name Judith Chinnery

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Abbotsford Playgroup
Setting Address Abbotsford Community Centre
Summerfields Way South
Shiple View, Ilkeston
Derbyshire
DE7 9JJ

REGISTERED PROVIDER DETAILS

Name The Committee of Abbotsford Playgroup

ORGANISATION DETAILS

Name Abbotsford Playgroup
Address Abbotsford Community Centre
Shiple View, Smalley
Ilkeston
Derbyshire
DE7 6ED

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

Abbotsford Playgroup opened two years ago. It operates from a community building situated off Summerfields Way, in Ilkeston. It serves the communities of Shipley View, Cotmanhay and Ilkeston.

The playgroup is registered to receive a maximum of 24 children aged between two and five years of age. There are currently ten funded three year olds on roll and no four year olds. The group can support children who have special educational needs and who speak English as an additional language.

The group opens for five sessions each week, from 09:30 until 12:00 on Monday, Tuesday, Thursday and Friday and from 12:15 until 14:45 on Monday and Wednesday. Children can attend a variety of sessions.

There are seven staff working in the group, three of whom hold level three qualifications in child care. Three members of staff are currently undertaking training. The group receives support from a mentor teacher from the Derbyshire Early Years Development and Childcare Partnership

How good is the Day Care?

Abbotsford Playgroup provides satisfactory care for children. The staff work well together to organise each session effectively. Good use is made of the available space to allow children to play freely and safely. Children have appropriate access to a wide range of suitable resources and activities to help them learn. Most records are kept appropriately for the safe and efficient running of the setting, although the hours of children's attendance are not included in the registration system.

Staff have a good awareness of safety and take suitable precautions to prevent accidents, although they have not yet completed a risk assessment of the premises. Arrangements to prevent cross infection are suitable. The management of accident and medication are generally suitable although the medication policy does not meet the needs of all children and the accident record is not always completed accurately.

Children are provided with healthy snacks and a drink although fresh drinking water is not always available. Equality of opportunity is promoted satisfactorily, but the statement for children with special needs does not have regard to current legislation. Most staff have a sound working knowledge of local child protection procedures, although they have no procedures for what to do if allegations are made against staff.

A wide range of activities are provided to help children to settle into the group and help them learn. Most activities are used particularly well to promote and develop early skills for two to three year olds in counting, language, imagination and creativity. Children behave well in the setting in response to the clear boundaries set by the staff. Acceptable behaviour is kindly and consistently reinforced.

Staff share warm and friendly relationships with parents. Verbal information is shared frequently and appropriately with parents about their children.

What has improved since the last inspection?

At the last inspection the group was asked to improve their records and policies and provision for first aid qualifications.

Since the last inspection all the staff have undertaken a suitable first aid course. They have developed a set of suitable records and policies, although some of them still do not meet the needs of the group.

What is being done well?

- A wide range of activities are provided to help two to three year olds develop early skills in counting, language, imaginative play and creativity.
- Space is used well to allow children to play freely and safely.
- Resources are used well to compliment young children's learning in most areas.

What needs to be improved?

- record keeping, policies and procedures for the safe and efficient running of the setting;
- provision of fresh drinking water.

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	Include the hours of attendance in the registration system.
6	Conduct a risk assessment of the premises which is reviewed if there are significant changes.
7	Review the medication policy to ensure that it meets the needs of all children.
7	Ensure the accident record is correctly filled in.
8	Ensure that fresh drinking water is available at all times.
10	Review the written statement about special needs and ensure that it has regard to the code of practice and current legislation.
11	Include procedures to manage bullying behaviour in the behaviour management statement.
13	Develop and implement procedures to be followed in the event of allegations of child abuse being made against members of staff and volunteers.

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

How effective is the nursery education?

Children are making acceptable progress towards the early learning goals but there are some significant areas for improvement. Staff have a growing knowledge of the early learning goals, but do not fully understand the extent of the stepping stones and their clusters. Plans do cover the six areas of learning, although they do not cover all the stepping stones consistently or frequently enough to secure children's learning. The learning intentions are not sufficiently shared with or discussed by the staff to ensure that they are followed through. Assessments made of the children do not identify progress or what is needed next for individual children. Staff ask appropriate questions and give clear explanations, but their expectations are not high enough and children's learning is not sufficiently challenged or extended. Staffs' organisation of groups enable all children to choose and select activities but many opportunities for learning are missed. Children behave well, acceptable behaviour is kindly and gently reinforced by the staff. The group is well resourced, but these are not being used to their full extent to cover all the stepping stones for the ages and stages of the children. Parents are given some useful information about the setting, but are not informed about the curriculum and what children are learning or given sufficient information about their child's progress through the stepping stones. There are few opportunities for parents to become involved in their child's learning. Staff work well together to support each other in the running of the setting. They have clear aims for their group. Evaluation of staff skills, quality of teaching and the educational provision is limited. Insufficient discussion between the staff about their strengths and weaknesses means that the setting lacks focus for future development. They are committed to improving the educational provision, but again there is insufficient discussion about how to extend the curriculum.

What is being done well?

- A wide range of resources are provided for children to select and choose themselves.
- A variety of technology is used well for children to explore and learn how to operate.
- Children behave well in response to the clear boundaries and high expectations of the staff. Acceptable behaviour is kindly and gently reinforced.

What needs to be improved?

- staffs' knowledge of the stepping stones and their clusters;
- planning and assessment of children's progress and the organisation of groups;

- partnership with parents and the information they receive.

What has improved since the last inspection?

Not applicable. Initial inspection

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Most three year olds are curious about their environment, enjoy exploring and are happy to leave their main carer. Children are developing warm relationships with the staff, helping them feel secure. Their behaviour is very good, children are beginning to accept the needs of others. Children are willing to tackle self help tasks for themselves, although opportunities to practice these are limited. Some children are able to make connections between different parts of their life's experiences.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Most children speak clearly and confidently using words and gestures to convey meaning. Some more able children are also able to offer simple explanations. Children enjoy simple rhymes and songs, although they are not using sounds to distinguish one letter from another. They listen well to stories, although they do not make the most of books individually or in small groups. Children enjoy drawing to make marks, some give meaning to their marks and can use tools with increasing control.

MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Most three year olds are developing an interest in numbers. They are willing to count and use some number names in their play, but they do not recognise numerals or give them meaning. Few three year olds are able to compare two groups of objects, nor use number rhymes to explore simple number problems. Children show an interest in shapes and can name common ones. They are beginning to use some size language such as big and little, but are not using patterns or sequences in their play.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Significant Weaknesses

Most three year olds show an interest and curiosity in the technology resources knowing how to operate some simple pieces. Most children are curious to explore and investigate, but are insufficiently stimulated and are learning less about the natural world. Some three year olds are able to talk about past experiences and significant things that have happened to them. They are also interested in common features of their environment, though they are less knowledgeable about the wider world.

PHYSICAL DEVELOPMENT

Judgement:	Significant Weaknesses
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Children move confidently around the room, can stop and negotiate appropriate pathways around activities. They move in a variety of ways and are developing some skills in jumping, hopping and running. However, these skills are insufficiently challenged or extended to enable children to move on with confidence. Most children can use a range of equipment and manipulate small objects and dough well. Their awareness of healthy practices and the effects of activity on their bodies is limited.

CREATIVE DEVELOPMENT

Judgement:	Significant Weaknesses
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The children are competent in using single colours, some are noticing differences when they are mixed. However children are not challenged to use two and three dimensional art work imaginatively. Children enjoy a wide range of songs and are interested in the sounds of the instruments. However, they are not exploring and imitating rhythm and have few opportunities to explore music. Most children are beginning to play imaginatively, although they are less able to pretend one object is another.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable but has some significant areas for improvement. Children progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- Increase and develop staffs' knowledge of the stepping stones particularly in maths, knowledge and understanding of the world, physical and creative development.
- Develop plans so that they cover the stepping stone clusters evenly and regularly, ensure that they build on what children already know. Ensure that the assessment of individual children's progress identifies what they need to do next and that this is reflected in the planning.
- Organise groups effectively to ensure that three year olds are sufficiently challenged to make progress and learn and to ensure that opportunities are not missed.
- Develop and implement strategies to inform parents about the curriculum and their children's progress. Include ways of involving parents in their child'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.