



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 136053

DfES Number: 523870

INSPECTION DETAILS

Inspection Date 09/02/2004
Inspector Name Sue Davey

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Phase 5 Pre-School Playgroup
Setting Address Kelston Close
Yate
South Glos
BS37 8SZ

REGISTERED PROVIDER DETAILS

Name The Committee of Phase 5 Pre School Playgroup

ORGANISATION DETAILS

Name Phase 5 Pre School Playgroup
Address Kelston Close
Yate
Bristol
South Gloucestershire
BS37 8SZ

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

Phase Five Pre-School Playgroup has been registered to provide sessional day care since 1979. It operates from purpose built premises in a large residential area on the outskirts of Yate, close to primary schools and a park. The building is open-plan with office, toilet and kitchen facilities off the main playroom. There is a fully enclosed outside area with tarmac and grassed surfaces for outdoor play.

The pre-school is managed by a voluntary parent committee and there are two separate staff teams who each work five sessions per week. Each team has a leader, deputy leader and an assistant and all staff are experienced and qualified in early years education and care. One member of staff from each team is designated as the Special Educational Needs Co-ordinator. In addition, parents help during the sessions on a rota basis. The group receives support and guidance from an advisory teacher from the South Gloucestershire Early Years and Development Childcare Partnership. They are also members of the Pre-School Learning Alliance.

Currently there are 86 children on roll; of these, 36 three year olds and 20 four year olds receive the nursery education grant. Phase Five supports children with special needs and for whom English is an additional language.

How good is the Day Care?

Phase Five Pre-school Playgroup provides children with a good standard of care in purpose built premises which are welcoming and child friendly. The qualified and very experienced staff teams are well organised and children are grouped appropriately to make sure they receive consistent care. There is a wide range of toys and equipment indoors and outside that encourages children's all round development. Records meet legal requirements and the comprehensive set of policies and procedures provide a good framework for the day to day running of the group. However, some documentation needs to be updated.

Staff are vigilant about the safety of children. They regularly carry out an assessment to identify potential dangers and have good practices in place to

minimise risks. All staff are trained in first aid; they promote good health and hygiene and encourage children to be independent. The drinks and snacks provided are generally nutritious. Children with specific needs are well provided for; where necessary, toys and activities are adapted to meet their requirements. Staff are also aware of their responsibilities regarding child protection.

Children enjoy a wide range of thoughtfully planned activities which cover all areas of learning and relate to a theme. Staff interact with the children and know them well. They make sure that all children are included in the activities and encourage them to respect each others' differences. Children are well behaved, they respond to the staff's calm but firm approach. However, more attention could be given to supporting children to solve their own problems.

Staff build good relationships with parents and encourage them to take an active role in the group. Parents help during the sessions on a rota basis and some serve on the committee which manages the group. They receive regular feedback about their child's progress and are kept informed about activities and events throughout the year.

What has improved since the last inspection?

At the last inspection the group agreed to review the policies and procedures for behaviour management and child protection. The behaviour management policy now includes a statement which refers to incidents of bullying. However, the policy as a whole is rather brief and does not give parents a clear picture how negative behaviour is actually managed. The policy for child protection has been amended to include a procedure should an allegation of abuse be made against a member of staff. The policy does not refer to the latest government guidelines and contains out dated information. A general review of documentation is recommended.

What is being done well?

- The staff's attitude and commitment to continuous improvement of the education and care that they provide for children and their parents.
- The relationships staff build with children and parents.
- The involvement of parents in the day to day running of the group.
- The range of activities provided inside and outside which promote children's all round development.
- The organisation of the staff groups to provide a consistent and stable experience for the children.

What needs to be improved?

- the information given to parents and general documentation which needs reviewing and updating
- the support given to children to help them resolve the problems they

encounter through play.

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
11	Develop a strategy that supports children to resolve the conflicts and problems they encounter through play.
14	Review and update policies, procedures and information given to parents in line with the National Standards.

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

How effective is the nursery education?

Phase Five Pre-School Playgroup offers high quality provision and the children are making very good progress towards the early learning goals (elgs).

The standard of teaching is very good. Staff have a good understanding of the elgs and planning demonstrates this. Through regular observation, staff know the children well and consequently plan a wide range of activities at an appropriate level. However, more focus could be given to child initiated activities where all areas of learning are then covered in meaningful situations. Staff interact well with the children, they join in with their play and ask questions to make them think. Children's progress is monitored and recorded by following South Gloucestershire's Stepping Stones Assessment Record.

Partnership with parents is very good. The group is managed by a voluntary parent committee who encourage all parents to be involved in some way. Parents receive regular information about activities and events. They are asked to help with sessions and guidance is given to make this an informative experience. Parents are invited to discuss their child's progress at any time, also to contribute their own observations to the assessment record. Parents' evenings are held twice per year and they receive examples of their child's work, collected over a period of time.

Leadership and management is very good and staff are well supported by the parent committee. There is a strong commitment to improvement and guidance is sought from an advisory teacher through the Early Years Development and Childcare Partnership. Training is organised as required and personal development encouraged. The group also has good links with local schools and where necessary staff work closely with other professionals. The two play leaders meet regularly to make sure there is consistency of provision between both groups and good team work is fostered through the sharing of ideas and responsibilities.

What is being done well?

- Staff's commitment to improvement of care and education for all children.
- The evaluation of activities and regular, albeit informal, observation of children which informs future planning.
- The provision for knowledge and understanding of the world through meaningful experiences throughout the year. For example, children learn about life-cycles by planting and growing vegetables which are later harvested and cooked.
- The information and encouragement given to parents who help during sessions.

What needs to be improved?

- the focus on child-initiated activities in order to encourage literacy, mathematical and creative development through meaningful situations.
- the organisation of group times to encourage children's talking and listening skills especially for those with speech and language delay

What has improved since the last inspection?

At the last inspection the nursery curriculum was based on the Desirable Learning Outcomes which has now been superseded by the more appropriate early learning goals of the Foundation Stage. At that time the play leaders were asked to: (1) make sure that there is continuity of planning between the two groups and (2) provide more opportunities for children to explore various festivals.

(1) Play leaders meet on a regular basis and topics are planned together. There are differences between the way each staff group works and the activities they carry out. However, this does not have a detrimental effect on the children and each group benefits from the resulting interesting displays. Ideas and evaluations are shared when the whole staff team come together for in-service training each term.

(2) Festivals and cultural events are planned throughout the year and children participate in craft activities, food tasting, stories and dance as appropriate. Posters and artefacts are displayed to good effect and encourage discussion and interest.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are eager to engage in activities and confidently play together in small and large groups as well as alone. They demonstrate their growing independence by taking care of their own personal needs and making choices about what they want to do. They make good use of open ended materials which needs to be encouraged more. Children are well behaved although this is largely due to staff direction. They form positive relationships with the staff and gain security from the consistent routine.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children use language to make their needs known and talk through their actions but this could be further encouraged. Children respond to simple instructions and many can read their own name. They enjoy listening to stories and join in with a familiar refrain. One child selected a poetry book, turned to a favourite rhyme and recited it perfectly. Children develop pencil control through a range of activities and many attempt to write in role-play situations.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children learn about number, shape and measure through planned activities. They also sing number songs, count each other at registration and to check if there is room to play on the climbing frame, recognise two dimensional shapes around the room and record their height on the wall. Most children can recite numbers up to nine and some recognise numerals in the written form. Children make patterns with geometric shapes for example and use language such as more, lots, big and little, in context.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children learn about the natural world by growing flowers and vegetables in the garden. They explore the properties of corn flour and water, make play-dough to model with and enjoy cooking activities. They build and construct with a wide range of materials and have regular access to the computer and photocopier. Children explore cultural events throughout the year and have a concept of the wider world by plotting holiday movements on a map. The consistent routine gives children a sense of time.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children demonstrate that they can run, jump, climb, slide, pedal, kick and dance. They move with confidence and co-ordination and have a good awareness of space. They use hand held tools such as scissors, pencils, small construction toys, jig-saw puzzles and small world figures to develop eye-hand co-ordination and fine manipulative skills. Children are aware of the need to wash their hands before eating and after visiting the toilet. They also learn about healthy eating.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children have free access to a wide range of art and craft materials and they paint, print, draw and use a variety of collage materials to produce their own pictures. They sometimes design and build with boxes. One child gave a detailed description of the properties of the 'fire engine' he built with Mobilo. Children spend time using malleable materials with a range of tools. Their imagination is further developed through role-play and they eagerly join in with music and movement sessions.

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 the following:
- provide more opportunities and support for children to develop and build on their own ideas and consolidate their learning in meaningful situations;
- further encourage children's language development through talking and listening in small groups.

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.