



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY273751

DfES Number: 530224

INSPECTION DETAILS

Inspection Date	08/11/2004
Inspector Name	Diane Mary O'Neill

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Pilgrims Way Playgroup
Setting Address	The Leys Primary school Ripon Road Stevenage Hertfordshire SG1 4QZ

REGISTERED PROVIDER DETAILS

Name	The Committee of Pilgrims Way Playgroup
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ORGANISATION DETAILS

Name	Pilgrims Way Playgroup
Address	468 Ripon Road Stevenage Hertfordshire SG1 4NH

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

Pilgrim Way Play group opened in 1997, but in 2003 moved to its current premises. It operates from one large room, within a primary school site. It is situated in the St Nicholas area in Stevenage Hertfordshire. A maximum of 26 children may attend the playgroup at any one time. The playgroup is open each week day from 9.15 am to 11.45 am, as well as 12.30 pm to 2.45pm Monday, Wednesday and Friday, term time only. All children share access to the secure enclosed outside play areas.

There are currently 55 children aged from 2 years 9 months to under 5 years on roll. Of these 28 children receive funding for nursery education. Children come from a within the St Nicholas catchment area. The playgroup currently supports a number of children with special educational needs, and also supports children who speak English as an additional language.

The playgroup employs 7 staff, 4 of the staff, including the manager hold appropriate early years qualifications. A staff member is working towards a qualification. The playgroup have input from a qualified teacher as well as support from their local Pre-School Learning Alliance Development worker.

How good is the Day Care?

Pilgrims Way Playgroup provides good care for children.

The playgroup provides a very welcoming environment for children and their parents. There are clear and concise routines in place, and excellent staff interaction with the children.

The playgroup staff have a good awareness of health and safety practices and procedures. The staff team are deployed effectively within the setting to ensure children's safety and well being both inside and outside of the provision. However written risk assessments need to be developed for the provision. Staff effectively ensure that all areas of space within the playgroup is used to its full potential to

benefit the play and learning opportunities for all the children.

There is an excellent variety of toys and resources accessible to all the children within the provision, planning clearly shows the diversity of activities and topics that are available to the children, clearly showing that all levels of children's development and learning is challenged appropriately.

Staff have a very good working relationship with the parents. There are effective systems in place that enables the sharing of information formally and informally. Parents are encouraged to help in the playgroup; this is very beneficial, as they are able to see and understand what the children do in the playgroup.

There is a clear behaviour management procedure in place that takes account of the children's understanding. Good behaviour practice by staff enables good role models for the children.

Documentation is very well organised and staff have worked hard to have in place, planning, daily records, evaluation and monitoring procedures. They do however need to ensure that all their documentations meets requirements as laid down in the standards, and ensure their child protection statement is up to date.

The staff work well as a team and are very dedicated to providing good childcare. They are keen to go on training and short courses.

What has improved since the last inspection?

Not applicable

What is being done well?

- The daily routine within the planning ensures that the activities are interesting and stimulating, which helps to encourage the children's learning and development. These activities are flexible depending on the needs of individual children.
- Good use of the resources helps to provide fun and interesting learning experiences for the children such as throwing large dice to help counting, looking at fire work pictures and talking about their experience of seeing these.
- There are good staffing levels in place that include effective key worker systems. This enables a high level of interaction between the staff and children at all times.
- There is a very good partnership with parents where effective procedures are in place for the sharing of all information about their children. This is done, either through daily discussion, notice boards out lining the day and weekly events, children's assessment records. They can at any time speak to any of the staff about their child. Parents also have access to the playgroups policies

and procedures.

- The staff are consistent and use positive methods in their approach to managing children's behaviour. They skilfully negotiate any disagreements and promote social skills such as sharing and taking turns. The children are aware of the boundaries and they behave well and enjoy playing together.
- Good organisation and management, with a dedicated staff team working well together, ensures the children's individual needs are met. The staff use their regular meetings for keeping up-to-date with current legislation and guidance. They are prepared to attending training courses to develop their own knowledge and understanding.

What needs to be improved?

- A written statement based on the procedures laid out in the Government booklet "What To Do If You're Worried A Child Is Being Abused"
- Documentation to include written risk assessment and policy for exclusion of sick children.

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.)

Since the last inspection Ofsted has not received any complaints about this provider.

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
13	Provide a written statement, based on the procedures laid out in the Government booklet 'What To Do If You're Worried A Child Is Being

	Abused'.
14	devise a risk assessment process of the premises provide a policy for exclusion of children who are ill or infectious

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

How effective is the nursery education?

The provision for nursery education at Pilgrims Way playgroup is of good quality overall. Children are making very good progress towards the early learning goals in personal, social and emotional development, mathematics and physical development and generally good progress in all other areas of learning.

The quality of teaching is generally good. Staff have a sound knowledge and understanding of the Foundation Stage. Curriculum plans give appropriate emphasis to the majority of areas, although some monitoring and evaluation of adult led activities could be improved. The staff work directly with the children and provide a good balance between structured learning and child led play. However they do need to consider opportunities for children to develop their learning for the use of mark making, ICT and how things work, as well as role play and music, through well planned and practical activities. Staff promote positive role models, which is reflected within children's behaviour, they are generally polite and co-operative.

Staff maintain informative assessment records for all children. These effectively highlight children's progress, and are used to formulate future planning. Staff give individual children a good level of support, there are effective systems in place to support any children with special educational needs.

Leadership and management is generally good. The pre-school benefits from a dedicated and committed staff team who work closely together, providing a good learning environment for children.

Partnership with parents and carers is very good. There is an effective system for the sharing of information about the pre-school and its educational programme. A good key worker system ensures the sharing of children's progress and assessment records with the parents on a regular basis.

What is being done well?

- Children's personal, social and emotional development is given high priority, which helps children gain in confidence, and helps develop their feelings of security. Staff give the children clear and constant boundaries that helps them to understand right from wrong.
- Children's use of resources and space is excellent. Staff ensure that equipment and toys are readily available to the children to promote learning and challenge the children to a level of their understanding and ability. Children are able to access toys and activities which enables them to work independently at their own pace. Staff are skilfully deployed throughout the setting to provide children with support and guidance.

- Children are developing their understanding of numbers, calculating, shapes, space and measures, through well planned and practical experiences. Such as throwing large dice and counting the spots on it's side, and then looking at more or less, matching, adding together. Staff use mathematical language very well to develop children's learning.
- Children's physical development is well fostered in all areas. There is a good selection of resources to extend children's learning capabilities. For example, sit and ride toys, climbing and balancing equipment, sports equipment such as bats, balls, hoops and bean bags, to encourage catching and throwing skills. There are play materials to define fine motor skills such as paintbrushes, drawing and mark making materials and construction opportunities.
- Parents are warmly welcomed into the setting. There is a good informal and formal system in place for the sharing of information; some of this is linked to the key worker system.

What needs to be improved?

- Opportunities for children to explore mark making, through practical experience and well planned activities.
- Develop opportunities for children to learn about ICT and how things work.
- Develop opportunities to increase children's use of imagination through role-play, as well as extending their learning of music through better availability of resources.
- Curriculum planning to show a clearer evaluation and monitoring system, that includes the evaluation of some adult led activities.

What has improved since the last inspection?

The playgroup has made generally good progress in addressing the three key issues raised at their last inspection.

They were required to provide parents and carers with information about the playgroup's educational provision, this is now done through their prospectus as well as an induction period within the setting. They were to develop a manageable system to record children's progress and achievement. The staff have worked hard at developing a key worker system and assessment system that is reviewed on a regular basis to ensure they are recording and challenging children's progress through their planning and activities provided.

They have developed children's recognition of letters through sight and sound, by introducing name cards, resources with letters, and sounding the being of words such as the children's names. Have also linked into a letter system used by all the local schools.

The provision has developed in some areas knowledge and understanding of the

world, such as learning about the local environment. However it still needs to develop in the area of ICT and how and why things work.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are very motivated and keen to learn. They show high levels of concentration and are absorbed in their chosen activities. They listen attentively during looking at the weatherboard and contribute to discussion. They play well beside their peers and are starting to form friendships with both children and adults. They are learning to share and take turns such as playing shape pictured dominoes. Children's self-esteem and independence is well developed with good support from adults.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children are confident speakers and engage easily in conversation with other children and adults. This is especially evident within the art activities of making bonfire and firework pictures, where good open-ended questions were asked. Children have good opportunities to practice linking sounds and letters, through finding their name cards. However mark making and writing skills, need developing to encourage the children learning through using different resources.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children confidently count and recognise the numbers of spots on the two dice they were throwing, to compare and calculate. One child counted the number, of pieces of tissue paper on their picture, staff praised their efforts. Children effectively recognise shapes and talked about what the shapes they had on their picture dominos. Staff develop the children learning by using good mathematical language to reinforce their learning, such as talking about over and under in a building game.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children can recall days of the week, and participate within discussion around the current day. They can observe the weather and offer their own ideas as to whether it is raining, sunny, cold. Children effectively utilise construction materials to build and create models. Resources however are limited to promote their IT skills and looking how things work. Planned topics encompass the wider world in which we live, and give children opportunities to develop concepts of past and present events.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move confidently and demonstrate an awareness of space as they move independently around the activities. Staff ensure that within the planning, there is a variety of opportunities for the children to do different kinds of activities, such as climbing, balancing, using sports equipment to develop their throwing and catching and hand and eye coordination. They can utilise cooking utensils appropriately when cooking. They are able to shake the glitter shakers to make firework pictures.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children are keen to explore colour, texture, and shape, through various resources such as play dough, sand, glitter pictures, cooking activities. Staff enable children's learning to be extended through conversation and some opportunities to express themselves such as drawing, painting, talking about their fire works. However the areas of role-play and music needs to be developed to give children better opportunities to use their imagination and express ideas.

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

- Increase children's opportunities to explore mark making, their imagination through role-play and music, as well as having opportunities to learn about how things work and ICT, through planned and practical experiences.
- Improve curriculum planning to show clear evaluation and monitoring systems of adult led activities to help inform children'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.