



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 101693

DfES Number: 524909

INSPECTION DETAILS

Inspection Date 29/06/2004
Inspector Name Angela Cole

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Tredington Playgroup & Toddler Group
Setting Address Tredington Primary School
Tewkesbury
Gloucestershire
GL20 7BU

REGISTERED PROVIDER DETAILS

Name Tredington Playgroup & Toddler Group 1061367

ORGANISATION DETAILS

Name Tredington Playgroup & Toddler Group
Address Tredington School
Tredington,,
Tewkesbury
Glos
GL20 7BP

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

Tredington Playgroup and Toddler Group first opened in 1981 and is managed by a voluntary committee of most current parents. It is situated in the village primary school hall and has use of the school playground and adventure playground. Children attending the playgroup come from the local community and surrounding area.

There are currently 24 children from two years nine months to under five years on roll. This includes six funded three-year-olds and two funded four-year-olds. Two children have special needs and no children speak English as an additional language. The playgroup opens three days a week during school term times from 09.00 until 11.30. Tuesday and Friday sessions are for playgroup-aged children only. The Thursday group also welcomes babies and younger children with their parents and carers.

Three part-time staff work with the children assisted by a minimum of two current or previous parents and carers at each session. One member of staff has early years qualifications and is currently training to level three. The setting receives support from a Foundation Stage consultant and the area special educational needs co-ordinator from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Tredington Playgroup and Toddler Group provides satisfactory care for children. The leader is experienced and working towards an appropriate qualification. There are always sufficient adults assisting with the children but none have the required qualifications. There is scope to improve the operational plan regarding the routine, grouping of children and use made of staff and helpers. The premises are clean and reasonably maintained, and extra toilet facilities are available in the school. The original school hall is attractively set out before each session but there is little permanent, or even temporary, display of children's work. Insufficient play equipment remains throughout the session to meet children's needs. Most playgroup documents are well maintained, except for a fire practice log.

The school premises are safe indoors, though gates leading to the car park and road are regularly left open while children play outside. The leader has good knowledge of child protection. Children learn effective hygiene practices, such as hand washing, and arrangements for accidents and medication are secure. Drinks are available and dietary needs are clearly stated in children's records. A mixture of healthy and non-nutritious snack food is offered.

Staff know the small number of children well and keep appropriate records to help plan the next steps for development. However, there is scope to improve the care, learning and play for all children regarding choice, valuing their ideas and creativity, supporting their learning and a consistent approach by all staff to management of behaviour. Children with special needs are, overall, effectively supported.

As most parents volunteer for the management committee, there is a strong relationship with families. Before each session, carers give valuable help to set-up but those on rota do not receive sufficient guidance about their roles and responsibilities. Much information is shared with high regard for confidentiality.

What has improved since the last inspection?

After the last inspection, the setting agreed to develop action plans regarding the qualification of the person in charge, improve procedures for first aid and medication and work to a suitable policy for equal opportunities.

The leader is continuing to updating her knowledge by working towards a level three qualification in early years childcare and education. There is better regard for children's health as written permission is requested from parents for seeking emergency medical advice or treatment. A written record is kept, signed by parents, of medicines given to children. The playgroup is working towards equal opportunities for all using the recently adopted policy. However, some aspects, such as valuing children's interests and providing sufficient toys for each child at all times, require further attention.

What is being done well?

- All aspects of children's health and hygiene are well covered including administration of first aid and care of children who become unwell.
- Parents are effectively consulted about the children's care and are kept well informed about their activities and progress. There is high regard for confidentiality within the playgroup.
- There are suitable arrangements for child protection and to protect children from persons who are not vetted.

What needs to be improved?

- the working of the operational plan in practice, including training of staff, better use of adults, resources and the grouping of children

- the provision of sufficient toys and equipment to meet the needs of children at all times
- the children's safety regarding the security of the premises and maintaining a fire log
- the consistent management of children's behaviour, taking into account their age and stage of development
- information for volunteers about their roles and responsibilities as helpers during playgroup sessions.

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
5	Ensure that sufficient equipment is available to meet the needs of all `children.	06/07/2004
11	Develop staff's awareness and understanding of effective ways to manage children's behaviour, taking into account their age and stage of development.	30/09/2004

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

Std	Recommendation
2	Develop and implement an action plan detailing how at least half of all childcare staff will hold a level 2 qualification in childcare.
6	Make sure that premises are secure and that children are unable to leave them unsupervised.
6	Keep a fire log including any problems and how they are resolved.

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

How effective is the nursery education?

Tredington Playgroup provides acceptable nursery education but has some significant areas for improvement. Children's progress towards the early learning goals (elgs) is limited by some significant weaknesses in the provision. Knowledge and understanding of the world and physical development are generally good areas of learning.

The quality of teaching has significant weaknesses. The leader is familiar with the elgs but not support staff. This leads to weaknesses in Foundation Stage teaching as staff do not all build on what children know. Curriculum plans includes some learning outcomes for children but few resources are provided later in sessions. Plans are not sufficiently shared with other adults or monitored to check coverage of all aspects of learning. There is an imbalance of child-led and adult-directed play in the disjointed routine. Some groupings are inappropriate and adults are not placed to cover all activities. Staff know this small group of children well and the leader assesses their progress in detail. However, plans focus on activities rather than on children's differing abilities and needs. Teaching methods are not sufficiently based on play starting with children's interests. Adult interaction is sometimes interruption or inconsistent behaviour management. Children try new experiences but are not always challenged at the right level. Support for children with special needs is well established with regular, skilful help from the leader so they make effective progress.

Leadership and management has significant weaknesses. At present, the committee's over-riding concern is adequate staffing, and currently most responsibilities fall on the leader. Changes to the routine and planning are considered but are not yet actioned.

Partnership with parents is generally good. Families give immense support to the group. Most parents are involved with their children's learning on rota as parent helpers. Guidance on this role is not sufficient.

What is being done well?

- Children are first settled into the playgroup through a helpful, gradual approach. Later on, they become familiar with school routines such as playtime and lunch.
- In physical development, children show a good awareness of space within the hall and out in the open areas of the playground. They effectively develop their co-ordination using a variety of small tools.
- There are very strong relationships with families who offer the playgroup much practical support. Parents are given many details about the playgroup in a welcome leaflet and interesting half-termly information letters. They are well informed about the Foundation Stage curriculum. Most parents are

significantly involved with their child's learning through management and day-to-day help in the sessions.

- The leader is fully committed to improving the care and education for all children.

What needs to be improved?

- the planning of the routine and management of activities, including grouping of the children, to give them maximum time and opportunities to develop their own play ideas and gain independence in learning
- all staff knowledge and understanding of the elgs and stepping stones so they can effectively work as a team, support children's learning and introduce appropriate challenges in the different areas of the playroom
- the monitoring of planning to ensure all aspects of the six areas of learning are appropriately, sufficiently and regularly covered, for example, interest in everyday and information technology and in writing for a purpose at different imaginative areas
- the emphasis on recognising and valuing children's own interests, suggestions and creativity in order to use these as starting points for learning
- the resourcing of the whole session to provide sufficient toys and equipment for children's play throughout the session.

What has improved since the last inspection?

Staff have made limited progress in implementing the action plans developed in response to key issues in the previous inspection. They have partially addressed the weaknesses in communication, language and literacy and knowledge and understanding of the world, and fully met the key issue regarding partnership with parents.

Staff have enhanced the programme for communication, language and literacy by giving the children some opportunities to carefully write their names and other letters. A writing table is always provided and children are occasionally encouraged to go over their names, for example in family cards. However, they are not routinely encouraged to name their work in some way or to use 'writing' for their own purposes, for example in varied role-play.

The setting has made some attempt to enhance resources for effective use of technology by providing items such as telephones and tills, but most of these have broken. Adults do not regularly support children in their play with available equipment, such as an alphabet toy. As a result, children do not develop sufficient interest in either everyday or information technology.

The partnership with parents has been effectively developed through providing ways for them to contribute to their child's assessment. New families complete a 'getting to know you' booklet and parents often discuss children's progress with staff. Before

the end of the pre-school year, they are given their child's folder to study and make comments. Parents say they are well informed about their children's progress.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Significant Weaknesses

Children settle but interest and perseverance are not fostered by many adult led activities. They are keen to play together but lose self-esteem when their ideas are not acknowledged. Some children find it hard to make relationships with the many adults involved and negative feelings are often expressed. Children have insufficient time to develop choices and independent working that includes tidying after themselves. They manage toileting but are not involved in serving food or clearing away.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Significant Weaknesses

Children talk as they arrive and during group snack but there are few other extended conversations and the room can be noisy. Their spoken ideas are often not heard or ignored. Children enjoy looking at books in small groups but are not given time to respond to whole group story questions and few join in songs. Some begin to write their own names though see few other words around the room. Children have good access to materials on a writing table but use little 'writing' for their own purposes.

MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children say numbers in rhymes and games but use few spontaneously in play. They occasionally count to ten in action songs and dice games to match spots but do not recognise corresponding figures. Children solve few number problems, for example at circle or snack-times. Only able children know how many are left in number songs. Children copy patterns, for example on flags, but do not make their own. Some language is used to describe shape and size but there is little emphasis on position words.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children learn about the wider world through visits, visitors and many customs, though unfamiliar ones are not introduced through their experience. They investigate a variety of materials and objects, for example as they handle snow, explore magnets or roll cars down tubes. They learn about change when planting seeds and combining dough ingredients, but develop little interest in technology. They stick many textures on paper though have limited choice of tools or materials to design models.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children show good awareness of their own needs for hygiene and eating though do not regularly observe changes to their bodies when they are active. They move confidently and imaginatively in outside action songs. Children regularly climb and balance in the adventure playground and skilfully control a variety of wheeled toys, though little other large equipment is used. They gain competent skills with small equipment, such as footballs, and with some tools, including scissors and dough cutters.

CREATIVE DEVELOPMENT

Judgement:	Significant Weaknesses
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Children's free exploring of materials and responding to their senses are limited as focus is on technique. Mark making and textured materials are just rotated so imaginative play is restricted. There is no choice of construction sets or items to add to sand, rice, pasta or water. Role-play is usually in a 'home-corner', though puppets are set out. Children have few opportunities to freely experiment with sounds and dance, and only show interest in a few favourite songs, such as 'Row, row, row'.

Children's spiritual, moral, social, and cultural development is not fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable but has some significant areas for improvement. Children's 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

- give children maximum time and opportunities to choose and develop their own play ideas and to become independent learners, for example, by reorganising the group routine and session planning
- extend staff knowledge and understanding of the stepping stones so they offer children more effective support and appropriate challenges in all areas of learning. Involve all the staff and adult helpers in a more active team approach to teaching, for example, by sharing responsibility to support different activities or play areas
- monitor long and short-term plans to ensure that all aspects of the six areas of learning receive sufficient regular attention. Include opportunities to show an interest in everyday and information technology, and support for children to use pre-writing skills for their own purposes, for example in different imaginative areas.

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.