



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 224052

DfES Number: 596651

INSPECTION DETAILS

Inspection Date 03/12/2004
Inspector Name Mary Anne Henderson

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Brockton & District Pre-School Playgroup 1
Setting Address Shipton Village Hall
Shipton
Much Wenlock
Shropshire
TF13 6JZ

REGISTERED PROVIDER DETAILS

Name The Committee of Brockton & District Pre-School Playgroup 1

ORGANISATION DETAILS

Name Brockton & District Pre-School Playgroup 1
Address Shipton Village Hall
Shipton
Much Wenlock
Shropshire
TF13 6JZ

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

Brockton & District Pre-School Playgroup opened in 1998 and operates from the village hall in Shipton near Much Wenlock in Shropshire. A maximum of 16 children may attend the playgroup at any one time. The group is open Mondays, Thursdays and Fridays from 09:00 to 13:00 during term time only. There is currently no provision for outdoor play.

There are currently 10 children aged from 2 years to under 5 years on roll. Of these 6 children receive funding for nursery education. Children come from the local areas. The playgroup supports children with special educational needs, and also supports children who speak English as an additional language.

The playgroup employs three members of staff two of whom, including the manager, hold appropriate early years qualifications. One member of staff is working towards a qualification.

How good is the Day Care?

Brockton & District Pre-School Playgroup provides good care for children. Staff are approachable and friendly and provide a warm and welcoming atmosphere for children and their parents. Children access a broad range of toys, resources and equipment to stimulate their development and support their physical needs and a range of resources that reflect positive images of diversity. Children's behaviour is good and staff have high expectations, using praise and small reward strategies to promote desirable behaviour.

The playgroup has an operational plan which is made available to parents. Risk assessment is undertaken by the playgroup however, the format used should include all elements as outlined in National Standards and guidance. There are procedures in place to ensure good standards of hygiene.

The staff have strategies in place to support children with special needs and those with English as an additional language, ensuring liaison with parents and other

professionals for consistency and continuity of care.

Positive relationships with parents were observed throughout the inspection visit and parents provided Ofsted with positive written comments on the care of their child. Parents are encouraged to attend appointments with their child's key worker. They share what they know about their child on an ongoing basis.

What has improved since the last inspection?

Not applicable as there were no actions raised at the time of the last inspection.

What is being done well?

- There is much child-led work on display for both parents and children to enjoy.
- Children access a range of resources to reflect diversity and they explore a range of cultural festivals throughout the year.
- Children's behaviour is good, encouraged by staff.
- There are positive relationships with parents who are encouraged to be involved in their child's progression through pre-school.
- There is a broad range of policies and procedures in place which are made available to the parents.

An aspect of outstanding practice:

A broad range of resources, equipment and activities are provided during child-initiated play. The children are able to self-select from a range of creative activities such as salt dough baking, cornflour and play dough. They are also able to select from a range of small world toys and imaginary play such as dressing up. The children are able to access the home corner which is set up near to the role play office area so that they can make connections during their play. Other resources are kept in well-labelled, low-reach drawers and the children are encouraged by the staff to make free choices during their child-initiated play time.

What needs to be improved?

- the risk assessment format used.

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

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 |
|-----|--|
| 6 | Ensure the risk assessment format used includes all elements as outlined in the National Standards and guidance. |

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

How effective is the nursery education?

Brockton & District Pre-School Playgroup provides very good teaching and learning. Children are progressing very well in all areas of their development. Staff have a good understanding of the Foundation Stage of learning and the stepping stones and they use open-ended questioning to encourage the children to be independent learners. The children have lots of opportunities to self-select resources and activities which they want to play with. Staff ensure resources are accessible to the children and that they are well labelled with words and pictures. Self-care is given a high priority at the playgroup. The staff provide a broad range of interesting and challenging activities and ensure planning identifies and extends all the six areas of learning. Children's work is displayed and valued.

Leadership and management of the setting is very good. Staff and management work well together and with other professionals to identify and work towards meeting the needs of the children. Staff and management meet regularly and are supportive of each other. Opportunities for further training are taken and there is liaison with the Early Years Partnership where staff can access support.

Partnership with parents is very good. The parents are provided with a good range of information regarding the running of the playgroup including newsletters, access to the operational plan and policies and ongoing verbal feedback on the care and education of their child. Parents are encouraged to be involved in their child's progression through pre-school and are able to share what they know about their child on an ongoing basis.

What is being done well?

- Developing children's skills in child-initiated play is a priority and staff plan carefully for this. Children are interested and keen to learn, having opportunities to select resources, including resources that reflect diversity.
- Children explore their environment and have the opportunity to discover how things grow. They learn about their own and the cultures of others through planned activities and through access to resources that positively reflect diversity.
- Children use planned and spontaneous opportunities to count, calculate and look at shape, space and measurements. They access books and have opportunities for mark-making every day.
- Children's physical and creative development is very good. They access a broad range of resources to stimulate imagination and support their skills in expression and communication of ideas to peers and adults. They use large and small equipment to extend their physical development.
- Staff provide a range of planned and spontaneous opportunities to meet the

needs of children, they have a good understanding of the curriculum and work well as a team.

- There are positive relationships with the parents who are provided with a range of information on the care and education provided for their child. Parents are involved in their child's progression through pre-school and encouraged to share what they know about their child.

What needs to be improved?

- children's independence during snack time.

What has improved since the last inspection?

There has been very good progress since the time of the last inspection.

At the time of the last inspection the group was asked to address three key issues. Firstly, they were asked to ensure large group activities encouraged the full involvement of all children and develop their ability to sit quietly and listen at appropriate times. The group addressed this by ensuring group time was interesting and fun. Staff encouraged the children to listen as well as participate during these times to ensure children were kept interested and focussed. Younger children under three years old are allowed a level of freedom until they are able to take part in group activities with three and four year olds. All children are actively encouraged and praised for joining in with group time and for sitting quietly at appropriate times. This was observed throughout this inspection visit.

The group were also asked to ensure staff are effectively deployed to provide supervision and support for children engaged in small group activities. The group have less small group activities available at any one time during adult-led activities to ensure children are better supported at these times. This was also observed during this inspection. There is a broad range of activities available during child-initiated times and staff move round, supporting the children with the choices they have made.

Finally the group were asked to ensure that four year old children are suitably challenged and their physical skills developed through the provision of correctly sized wheeled toys. The group addressed this by purchasing new ride-on trikes for the four year olds and more able three year olds, and ensuring the children are well supervised and suitably challenged during physical playtime. The older children are able to attend the second setting within the local school where they are able to ride on the trikes and enjoy physical activity in the outdoor play areas within the grounds of the school.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children's personal, social and emotional development is very good, with staff providing lots of opportunities to develop self-care and high levels of self-esteem and independence. As a minor point the group should extend opportunities for children to develop their skills in independence during snack time. Children are motivated and interested in activities and they persevere for extended periods. They are well behaved and receive praise from staff.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children listen and interact well at story time, are able to recall story endings, are familiar with nursery rhymes and spontaneously do the actions. They have free access to books throughout the session. Children's reading and writing skills are well supported with many opportunities and they communicate positively with peers and adults. The staff use open questioning to encourage children to communicate their ideas.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

The staff make good use of planned and spontaneous learning opportunities during practical activities to count with the children, and they are able to count meaningfully beyond 10. Children can identify shapes and look at patterns, exploring mathematical concepts using sand and water and a range of other resources. The staff use planned and spontaneous opportunities to encourage children to add, subtract and explore similarities and differences.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children access a broad range of opportunities to use their senses to explore and investigate. They explore the local environment, looking at differences using various indoor and outdoor opportunities. Children explore concepts of past and present events and they talk about their families and pets. They look at various festivals and cultures and access positive images of diversity. They explore a range of objects that work in different ways for different purposes.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Art and craft resources are accessible to children and include tools to promote hand-eye co-ordination. The children access a broad range of large and small equipment and tools for indoor play. Children climb, balance and go under and over during indoor and playtime. Staff encourage children to explore healthy lifestyles, hygiene and eating well and they encourage children to recognise the changes that happen to their bodies while they are active.

CREATIVE DEVELOPMENT

| | |
|------------|-----------|
| Judgement: | Very Good |
|------------|-----------|

Children have access to resources like glue, painting and drawing to create and design. They have lots of opportunities to respond to what they see, touch and feel and the staff extend and consolidate children's learning at every opportunity. Children sing songs, recite rhymes and play imaginatively in the home corner with peers and adults, where they express themselves freely.

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 key issues.
- as a point for consideration the group should extend children's skills in independence during snack time.

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.