



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 311537

DfES Number: 585504

INSPECTION DETAILS

Inspection Date	21/09/2004
Inspector Name	Janet Skippins

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Almondbury Playgroup
Setting Address	The Cabin C/O Almondbury Infant School Longcroft, Almondbury HD5 8XW

REGISTERED PROVIDER DETAILS

Name	The Committee of Almondbury Playgroup
------	---------------------------------------

ORGANISATION DETAILS

Name	Almondbury Playgroup
Address	The Cabin C/O Almondbury Infant School Longcroft, Almondbury HD5 8XW

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

Almondbury Playgroup was registered in 1967 it is a voluntary group run by a committee. The playgroup is in Almondbury, Huddersfield and serves the local community. The premises are a portable building where there is a playroom, kitchen and toilets. It is open from Monday to Friday during term time from 09:15 to 11:45.

The group is registered to care for 16 children and are currently caring for 30 children of which 15 three- year olds are in receipt of nursery education funding. There are systems in place to support children with special needs and those with English as an additional language,

There are five part-time staff who are employed in the playgroup, the majority of staff hold a relevant childcare qualification. The playgroup holds the Kirklees Quality Award. The setting receives support from the Local Authority.

How good is the Day Care?

Almondbury Playgroup provides good quality care for children. The management and staff create a very happy, welcoming atmosphere in a well maintained environment. There is a very secure outdoor area which includes a safety surface. The staff attend training courses to keep their childcare knowledge up to date. The playgroup runs smoothly using very good systems, policies and procedures which are understood and implemented well by staff.

The management and staff ensure that the environment, both indoors and outdoors is safe for children. The staff relate very well to children, having a good awareness of their individual care and dietary needs. The playgroup is a clean, healthy and hygienic environment and children are encouraged to develop good hygiene practice.

Children benefit from consistent routines for playing and at break times. They are able to select toys and resources themselves, staff provide a generally good range

of play and learning activities. The management and staff work very well as a team to provide a positive approach to managing children's behaviour and children are very well behaved.

Parents are made to feel very welcome to the playgroup and some are involved as regular helpers and management group members. They have very good relationships with the staff. Verbal information regarding their child is provided on a daily basis. Parents are able access their child's developmental records easily. The notice board, operational plan and parent's brochure provide useful information about the playgroup.

What has improved since the last inspection?

At the last inspection there was one action relating to documentation. The playgroup have reviewed the staff files so that they now include all the necessary information to show that staff are suitable to care for children.

What is being done well?

- A good operational plan, policies and procedures are in place which are understood and implemented by all the staff members. The staff are well organised, make good use of their time and use space and resources imaginatively to create a stimulating, orderly and supportive environment for the children.
- Children have regular access to a large, safely enclosed, well equipped outdoor play area. They make good use of this throughout the year despite inclement weather.
- There are comprehensive safety policies for all safety issues. Staff make children's safety inside and outside the playgroup a high priority.
- The management and staff work well as a team. Good staff ratios ensure that adults interact very well with children, show a good awareness of their needs and give them individual attention.
- Good systems are in place to provide effective care for children with special needs, staff work very closely with parents and relevant agencies to ensure individual needs are met.
- The staff are very good role models with high expectations for children's behaviour. They are consistent in their approach, using positive behaviour strategies. Children behave very well, are caring and show respect to each other.
- A high emphasis is placed on meeting children's dietary needs. Children help themselves to drinks and freshly prepared, nutritious food when they wish, throughout the playgroup session.

What needs to be improved?

- the display of materials to cover a full range of positive images to reflect non-stereotypical roles, racial, cultural and religious diversity and disability.

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
9	Further develop the displays of materials in the playgroup to cover a wider range of positive images to reflect non-stereotypical roles, racial, cultural and religious diversity and disability.

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

How effective is the nursery education?

Almondbury Playgroup provides high quality nursery education overall which enables children to make very good progress towards the early learning goals.

The quality of teaching is very good. Staff are very enthusiastic and work well together to plan an interesting, stimulating curriculum. Staff are well motivated which has a positive impact on the children's learning. They are good role models and manage behaviour very well. Effective interaction with the children results in the children being successfully encouraged to develop their independence, imagination, early mark making skills, understanding of numbers, technological and physical skills. Planning is well organised to cover all areas of learning successfully and ensures sessions run smoothly. Detailed observations and assessments for all children are regularly completed by staff, though these do not clearly show children's progression towards the early learning goals.

The leadership and management is very good. The committee and manager are committed to improving the service offered. There are many opportunities for staff to attend training and this is supported well by management. There are good support systems for children with special needs and those who have English as an additional language, though none attend at present.

Partnership with parents is very good. They have access to well detailed policy documents containing information about the playgroup and the Foundation Stage of their child's learning.

What is being done well?

- Staff give high priority to nurturing children's personal, social and emotional development. Relationships are very good and behaviour is of a high standard.
- Children are given regular opportunities to practice their language skills and develop their knowledge of letter sounds.
- Practical everyday activities are used extremely well to help children use their developing knowledge of numbers to solve simple mathematical problems.
- Staff effectively help the children become more aware of the natural world, for example they provide many first hand experiences such as going on nature walks and planting seeds.
- A good range of activities and resources in the well used outdoor area ensures that children make very good progress in their physical development.
- Children explore a range of creative materials and are encouraged to experiment with colours and textures.

What needs to be improved?

- the summary of the children's individual observation and assessment records to show clear progress through the stepping stones towards the early learning goals.

What has improved since the last inspection?

Very good progress has been made since the last inspection. The staff have reviewed the activity plans to ensure children use their local neighbourhood to develop their sense of place. The children go on walks, for example to the Post Office and park. The children now have more understanding about their local environment. Staff have reviewed the way in which they record observations of the children so that they now use a consistent system.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Children have a positive attitude to learning and display high levels of involvement in the activities. They are able to maintain attention, concentrate and sit quietly both individually and in group situations. All children respond positively to staff, respect each other and develop very good social skills. They feel secure, happy and well motivated to learn. Children demonstrate their increasing independence, for example, by selecting resources for themselves and trying to put on their coats.

COMMUNICATION, LANGUAGE AND LITERACY

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

Children's language is developing well, they speak with confidence to peers and adults. They respond very well to challenging questions from adults and build up their vocabulary. Children listen well and are able to follow simple instructions such as being asked to tidy up at certain times of the day. They eagerly participate in whole group stories and enjoy looking at books in small groups of children with an adult. Some children are beginning to recognise their own names on written labels.

MATHEMATICAL DEVELOPMENT

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

Children willingly use numbers to talk to staff about age, for example the three year olds say they are three. Many children can count a small number of items accurately with increasing confidence, for example when bringing items to the playgroup to contribute to the current topic. Most children can demonstrate that they understand simple addition and subtraction calculations, for example, when singing number rhymes. Some children use mathematical language well to describe size.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Children develop a very good understanding of nature and the environment by taking part in well planned activities. They take part in outings and meet visitors to the group. They select and use tools with construction resources independently and can build models well. They learn about their own traditions and those of others, gaining positive attitudes towards other cultures and lifestyles. They develop their awareness of technology through use of simple computer programmes.

PHYSICAL DEVELOPMENT

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

A very good range of interesting and stimulating activities and experiences in the outdoor area offers children physical challenges. They move confidently and safely with increasing control and co-ordination. Well planned activities help children learn about the importance of staying healthy. Children are taught to handle and control small objects. For example they persevere when learning the skills they need to handle scissors, pencils, paintbrushes, hammers, chisels and saws.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children very eagerly explore colour, texture, shape, form and space using a wide variety of materials and tools which are provided at their level. They use their senses well, for example, by observing and saying how glue feels to touch when making collages. They are able to explore sound using musical instruments and enjoy singing simple songs from memory. Children play cooperatively as part of a group to act out narratives, based on their own experiences, in the role play area.	

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 improving the following:
- the summarising of children's individual observation and assessment records, to show clear progression through the stepping stones towards the early learning goals.

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.