



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 311341

DfES Number: 581698

INSPECTION DETAILS

Inspection Date	29/04/2004
Inspector Name	Helen Shotton

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Norristhorpe Playgroup
Setting Address	United Reform Church Lodge Lane, Norristhorpe Liversedge West Yorkshire WF15 7PG

REGISTERED PROVIDER DETAILS

Name	The Committee of Norristhorpe Playgroup 1036085
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ORGANISATION DETAILS

Name	Norristhorpe Playgroup
Address	United Reform Church Lodge Lane, Norristhorpe Liversedge West Yorkshire WF15 7PG

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

Norristhorpe Playgroup opened in 1972. It operates from ground floor rooms within Norristhorpe United Reform Church, close to the centre of Heckmondwike. There are shops, schools and parks within walking distance. The children are accommodated in four rooms, each organised for a different type of activity. There is a fully enclosed area available for outside play. The playgroup serves the local and wider community.

There are currently 76 children from 2 years 6 months to 5 years on roll. This includes 27 funded 3 year olds and 27 funded 4 year olds. Children attend a variety of sessions. The setting has systems in place to any support children with special needs or who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 09:00 until 11:30 and from 13:15 until 15:45, Monday to Friday.

There are four part-time staff who work with the children. At present all the staff are currently training towards a recognised early years qualification, two of these due for completion June 2004. The setting receives support from a teacher from the Early Years Development and Childcare Partnership. The group are members of the Pre-School Learning Alliance.

How good is the Day Care?

Norristhorpe Playgroup provides good care for children. There is a consistent staff team who have established routines children are familiar with. Sessions operate smoothly through the good organisation of the staff, who work well as a team. A warm and welcoming environment is created where children are very happy and settled. Work is planned to deal with some issues regarding repairs and decoration to further enhance the environment. Procedures and precautions are in place to ensure the group provide a safe environment for the children. Overall children's personal hygiene practices are encouraged well in most areas, further awareness in relation to hand washing before and after meals should be developed. The children's

awareness of healthy eating practices is developed well through discussions and well planned activities.

There is a good selection of resources, these are effectively used in the planning records to ensure the children access a very good range of activities and experiences. The plans take into account very well their individual developmental needs and all the areas of learning. Staff have very good relationships with the children, they interact well with them and become involved in their play, encouraging and supporting their development. Staff's positive approach to managing children's behaviour results in children behaving well. Children are interested in their play and are confident learners.

Parents have a very active role within the group, regularly taking part in rota duty. Relationships between the staff and parents are very good, information is shared informally and formally. Parents have access to their child's records to which they contribute and good information regarding the group is available. Documentation is in place, however some issues arose in regard to accident records, induction programme and the lost and uncollected child policy. Parents provided positive comments regarding the service.

What has improved since the last inspection?

At the last inspection the group agreed to develop policies and procedures in relation to caring for sick children, lost and uncollected children, the operational plan and child protection. These policies and procedures have now been devised, although the lost and uncollected child policy needs further extension to ensure it covers the procedures in the event of a child remaining lost or uncollected. The group have now appointed a named nominated contact, whom has completed all the relevant clearance checks. Named workers have been identified in regard to behaviour management, risk assessments and child protection. Staff have been able to up date their awareness of child protection issues through accessing training and the completion of the child protection policy. A clear action plan has been implemented that outlines how staff are to meet the qualification requirements, the first phase due for completion by June 2004. All staff have attended first aid training, a named deputy has been identified and contingency arrangements to cover for staff absences has been implemented. A system has been introduced to enable children to access drinking water freely throughout the session and consent to seek emergency medical treatment or advice is obtained from all parents.

What is being done well?

- The staff's positive approach to managing children's behaviour through established routines, providing a good role model and by having realistic expectations of the children, results in children behaving very well. They play well and co-operatively together, sharing and taking turns during their play.
- The children are very happy and settled within the group, they have a positive approach to their play and are interested, enthusiastic and confident learners. Through their very good relationships and interaction with the staff their

individual needs and development are supported and encouraged well.

- The selection of resources to support children's learning across all areas of development are very good. These are used effectively within the planning records to provide the children with a good range of activities and experiences.
- A consistent staff team that have worked hard to establish routines children are familiar with, they are organised and work well together as a team. This contributes to the smooth operation of the group, where children are very happy and settled.
- Relationships with parents are very good, they take an active role in the group, through their support with the parent rota system. They have access to a good range of information to keep them informed of the group, through policies, procedures and newsletters. The access to their child's development records ensures they are fully aware of their child's progress, to which they are able to contribute their own knowledge of their child.

What needs to be improved?

- the induction programme for any new staff to ensure they are made aware of issues which include how the setting operates, health and safety and the groups policies and procedures
- the development and long-term plans to address issues in relation to the damp problem, decoration and repairs to some broken tiles
- information recorded within the accident records
- children's awareness of personal hygiene practices before and after meals
- the policy in relation to lost and uncollected children.

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
2	Develop a clear and concise induction programme to be completed with any new staff.
4	Develop an action plan that outlines how the ongoing problems with damp and the repair and redecoration of the premises is to take place.
7	Develop and promote children's awareness of healthy hygiene practices before and after snacks.
7	Review the information recorded on the accident report forms.
14	Review and extend the lost and uncollected child policy to clearly demonstrate the procedure to be followed in the event of a child remaining lost or uncollected.

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

How effective is the nursery education?

Norristhorpe Playgroup provide a welcoming environment where children make very good progress towards the early learning goals.

The quality of teaching is very good. Staff have a good understanding of the foundation stage which continues to develop through their working practices. They use this knowledge very well to plan a very good and interesting curriculum for the children. Their relationships with the children are very good, they work directly with them and become interested and involved in their play. Their good use of questioning skills is effective in supporting and encouraging children's development. They have established a familiar planning system based around the foundation stage, they link this really well with their observations and children's assessment records to plan for their next stage of development. The children's behaviour is very good, which is a result of the staff providing a good role model and by having a positive approach to managing behaviour.

Leadership and management is very good. Staff make very good use of their evaluations and meetings to enable them to assess and monitor the provision. They are committed to improving the service and are open to ideas and suggestions from other professionals, training and early years publications to further enhance the provision and opportunities for the children. Staff's personal development is supported by the committee through their appraisal systems.

Partnership with parents is very good. The daily rota system is actively supported by parents. Their relationships with staff are very good and information is shared formally and informally. Very good documentation is available for parents informing them of the setting and education provision, for example, newsletters, policies and procedures. Children's progress is shared with parents through discussions and their child's development records, these parents are able to contribute their knowledge of their child.

What is being done well?

- Children's use of imagination is very good especially during role play activities. They support their play really well through accessing props such as dressing up outfits suitable to the role they are carrying out, for example, traffic warden, nurses and fire fighters.
- Children's personal, social and emotional development is very good. They are very happy, confident and settled within their learning environment. They have a very positive approach to learning and are curious and enthusiastic learners.
- The role model provided by staff for the children is good, they manage children's behaviour positively which results in children behaving very well.

Children share, take turns and co-operate well with each other in their play.

- The children's relationships with others are very good, they interact and communicate well and they are sensitive to the needs of others. They show respect and concern for others within the group, for example, helping younger children to complete tasks such as helping to fasten outfits.
- Staff make very good use of their time interacting, questioning and observing the children to establish what the children can do. This linked with their individual development records are used effectively to identify their next stage of development. This information is then used when planning the children's play and to share with parents the progress their child is making.
- The parents are very supportive of the group, they have very good relationships with the staff and parents become actively involved in the daily rota, helping out at the group on a regular basis.

What needs to be improved?

- the frequency the children have the opportunity to access the wider range of materials and resources available to enable them to explore texture, media, join and assemble and write for different purposes.

What has improved since the last inspection?

Very good progress has been made since the last inspection. The staff have introduced a number of effective measures that raise children's awareness of print within the environment. Through the use of books, labelling and activities incorporated into the planning children have a wider understanding that print has a meaning within the environment.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are very happy, settled and confident within the group. They have good independence skills and have opportunities to make their own choices and decisions. They have a very positive approach to their learning, they enjoy and are interested in their play and are enthusiastic learners. Their relationships with others are very good, they play and co-operate well in play and their behaviour is good. They are very sensitive to others and show concern and often help others within the group.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident speakers and they use make good use of their language skills to communicate and interact well with others. They enjoy making use of the mark making table and their opportunities to write within other areas is developing. Younger children recognise rhythms within language and some four year olds are able to recognise some letters and sounds of the alphabet. Children thoroughly enjoy stories, they listen and concentrate well to them, especially in small groups.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children's counting skills are very good, children count with confidence and older children are able to recognise some numerals. Children enthusiastically join in activities that involve numbers, for example, singing. They are beginning to use mathematical language well during their play, for example, " I am big, I can lift that heavy fire engine". The older four year olds use their ideas well to solve simple problems. Children enjoy creating patterns and enjoy activities that involve shapes.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children's skills to build and construct are good, for example with bricks and meccanno. They understand and have an awareness that tools may be required to complete tasks. They access less frequently the wider range of materials to develop different techniques to join and assemble. They are curious learners, they explore and investigate their environment enthusiastically and ask many questions. Children are confident and competent in using the computer and operating other simple equipment.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children's awareness of space is good, they avoid obstacles and understand that others need space during play. They handle a very good range of small and large equipment to develop their skills in climbing, crawling, hand eye co-ordination for example. They are skilful, confident and have good control when handling equipment. They have a good awareness of their own needs, especially in relation to healthy eating practices. They use movements well to express themselves, for example, frustration.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children explore different medias and textures enthusiastically, some more frequently than others. Their enthusiasm in activities that involve music is high, they enjoy songs and explore musical instruments with great interest. Their use of imagination is very good, especially during role play. They access a good range of props to support their activities, for example, dressing up outfits. They use their senses to express and communicate their ideas, feelings and to describe their experiences.

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:
- continue to increase the frequency of opportunity for children to access the wider range of media, texture, materials to join and assemble and write for different purposes.

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.