



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 303476

DfES Number: 522439

INSPECTION DETAILS

Inspection Date 17/05/2004
Inspector Name Rita Cruddos

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Gorsewood Pre-School Playgroup
Setting Address Gorsewood School
Gorsewood Road, Murdishaw
Runcorn
Cheshire
WA7 6ES

REGISTERED PROVIDER DETAILS

Name The Committee of Gorsewood Pre-School Playgroup Committee

ORGANISATION DETAILS

Name Gorsewood Pre-School Playgroup Committee
Address Gorsewood CP School
Gorsewood Road, Murdishaw
Runcorn
Cheshire
WA7 6ES

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

Gorsewood Pre-School Playgroup opened in 1978. It operates from the Community Room within Gorsewood Primary School, Gorsewood, Murdishaw, Runcorn. The playgroup serves the local community.

There are currently 34 children on roll. This includes 11 funded three year olds and 15 funded four year olds. Children attend for a variety of sessions. The setting is able to support children with special needs and 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 each morning and from 12:45 until 15:15 Monday to Thursday.

Three full-time staff work with the children. All of the staff have early years qualifications to NVQ level 3. The setting receives support from a teacher from the Early Years Development and Childcare Partnership (EYDCP) and is a member of the Pre-School Learning Alliance.

How good is the Day Care?

Gorsewood Pre-School Playgroup provides a good standard of care for children. The playroom is bright and welcoming and decorated with children's work. Staff work well together as a team and undertake regular training to ensure a good standard of care is provided for the children. Most policies and procedures are complete.

Good safety systems are in place and include regular risk assessments which ensure the premises are safe and secure. Good hygiene practices are in place. Toys and resources are easily accessible to the children in a number of different areas within the playroom and promote the children's self help skills and confidence.

Staff are deployed well and enable the children to make good use of the space available. The comprehensive range of toys, equipment and materials provided are age appropriate and challenge the children's thinking. Emphasis is placed on the

provision of toys and resources that promote positive images of culture and diversity. These resources and themed activities promote and extend the children's experiences of the world around them.

Good relationships are developed with parents who have access to information regarding the setting from a variety of sources. This includes news letters, policy documents and information on the notice boards. Positive comments were received through parental questionnaires which reflect the commitment of the staff towards providing information for parents and working with them in order to meet the children's individual needs.

What has improved since the last inspection?

At the last inspection it was agreed that fire fighting appliances would comply with the fire officer's recommendations, fluorescent lighting would conform to safety requirements, the children's hand washing practices at snack time would be reviewed, the policy for outings would be reviewed and include procedures for the safe conduct of children and the address of the regulator be included in the complaints procedure. Fire fighting appliances now comply with recommendations, fluorescent lighting has covers fitted, children wash hands before snack. These completed actions increase the children's safety and wellbeing when they are at playgroup. The arrangements for outings have been reviewed but do not include adult/child ratios. This is a recommendation at this inspection. The complaints procedure now includes the address of the regulator.

What is being done well?

- Staff make good use of the available space defining separate areas for play and storage of toys. Toys and equipment are stored at the children's level and the children select toys and games to extend their play. Toys, equipment and activities provided reflect diversity and culture and are age appropriate.
- Staff are deployed effectively and work well as a team. They plan activities that enable children to develop their skills and become independent learners.
- Regular risk assessments are completed ensuring children are able to play safely. Staff are aware of the systems that are in place in regard to safety and good hygiene practices.
- Good relationships are maintained with parents through various methods. These include ongoing informal discussions, news letters, the settings policies and procedures, which are displayed and parent involvement in the completion of individual children's development charts.

What needs to be improved?

- the policy for outings.

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 staff deployment during outings is included in the outings policy to ensure a safe adult – child ratio is maintained.

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

How effective is the nursery education?

The nursery education provided at Gorsewood Pre-School Playgroup is of high quality. Children make very good progress towards the early learning goals in all six areas of learning. They are happy, confident and enjoy being involved in a wide range of activities.

The quality of teaching is good. Staff have a good knowledge of the early learning goals and how children learn. Staff observe the children and plan a broad curriculum covering the six areas of learning based on the children's knowledge, interests and needs. Staff know the children well and they are excellent role models who support, encourage and challenge the children's learning and thinking. Children have time to play and consolidate their learning through linked and themed activities. The environment is well organised with resources stored within the children's reach to ensure the opportunities offered are maximised.

The leadership and management of the setting is very good. The staff team work very well together and are clear about their roles and responsibilities. They provide a positive learning environment for the children and are knowledgeable about all the policies and procedures that are in place to ensure the effective operation of the playgroup. Systems are in place to monitor and evaluate the provision and also to maximise training opportunities for staff.

Partnerships with parents are very good. Parents are provided with information about the setting, the Foundation Stage and the planned activities. Children's progress is shared regularly through meetings, reviews and daily feedback. Parents are encouraged to be actively involved in their children's learning.

What is being done well?

- Children are happy, confident and motivated. They move around the room independently and confidently take part in activities, extending them through the use of additional resources which are accessible. They take responsibility for small tasks and mark their name on the list to help at snack time. They take responsibility for their own personal needs and help less able children with coats, tidying up and at snack time.
- Staff have a good understanding of the early learning goals and how children learn. Maximum use is made of resources and the environment is well organised, rich and stimulating for the children.
- Children enjoy learning about the world around them and other countries and cultures. Activities include the use of maps, globes of the world, both commercial and made by themselves, role plays and discussing the origins of food stuffs at snack time.

- Children are learning about everyday technology and confidently use the computer, cassette recorder and digital camera. They are learning about time and place through planned activities and discussions and revisit the information they have recorded on film.

What needs to be improved?

- The use of the children's own work to enhance the environment and consolidate the children's learning by using this work as an additional resource for displays and thus enhance their self-esteem.

What has improved since the last inspection?

Three key issues were raised at the last inspection. The setting was required to label toys and make toys and equipment more accessible to the children and display familiar words to enable the children to practise familiar sounds. To put the key worker system into practice and record individual children's progress and to extend key worker activities with four year olds in order to develop their individual learning.

Very good progress has been made in implementing the action plan that was drawn up to address these. Familiar words are displayed around the room, toys are also labelled and are accessible. Toys and containers also carry pictures of the items inside. A sound learning game has been incorporated into the activities. However some of the children's own work, which they label, is not effectively used as a resource to consolidate their learning and reinforce their self-esteem. This has been pulled through as a point for consideration.

The key worker system is now established and individual assessment records are completed for each child. Planned, targeted observations and unplanned observations enable staff to plan for the individual children and help them make progress. Parents are also involved in the completion of children's assessments.

Daily activities are differentiated according to children's abilities and learning needs.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident and happy. They are well motivated and operate independently, selecting available resources for themselves and expressing their needs and feelings confidently. Children's behaviour is very good. They work well together, they help and comfort less able children. For example they peel tangerines at snack time and help each other with coats. Children have a positive self-image and learn about their own and different cultures through activities and discussions.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident and fluent speakers who initiate and engage in conversations. They are attentive at group times, enjoying and responding to stories and songs. Children understand that print carries meaning and they recognise and write their own names. Children have opportunities to make marks in planned activities and practise mark making through signing their work, making lists for shopping, sign on list to serve snack and use coloured sand in trays to make marks.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count and solve mathematical problems in planned and everyday activities. Some children count confidently and reliably up to 20 and beyond. Children recognise and name numbers up to 10, they write numbers and record mathematical activities with numbers. They count the children present and use mathematical language to compare the number of fruits or biscuits. They discuss whether there are enough, too many and how many are needed if each child wants another.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children explore and investigate a wide range of objects, materials and living things using their senses. They explore their environment through home and pre-school activities sometimes using the digital camera to record visits, significant events, celebrations and activities. These are transferred onto the computer and children revisit and discuss their work. They learn about the roles of people in their community. Children are also learning about cultures and beliefs.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move around the environment confidently and with good control. They show a very good awareness of space, themselves and others and manoeuvre wheeled vehicles around obstacles skilfully. During physical education sessions children learn to move in a variety of ways and have opportunities to develop large physical skills both in and out of doors. Children use a wide variety of tools, construction and malleable materials safely, independently and with good control.

CREATIVE DEVELOPMENT

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

Children explore colour, shape and texture using their senses in everyday activities using a wide variety of materials. They mix paint and work with wet and dry sand. They sing songs with enthusiasm and dance to music from around the world. Children engage in imaginative play in areas of their choice. The play room was used by two children as their 'route to college'. They moved around talking to adults and children as they passed and told them where they were going.

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;
- develop the use of children's work as a resource to enhance the environment, consolidate their learning and reinforce their self-esteem and self-image.

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.