



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 221863

DfES Number: 540832

INSPECTION DETAILS

Inspection Date 26/04/2004
Inspector Name Emma Louise Bright

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name The Cherry Hinton Playgroup
Setting Address Cherry Hinton Junior School
Fulbourn Old Drift
Cambridge
Cambridgeshire
CB1 9ND

REGISTERED PROVIDER DETAILS

Name The Committee of The Cherry Playgroup 1030778

ORGANISATION DETAILS

Name The Cherry Playgroup
Address Fulbourn Old Drift
Cambridge
Cambridgeshire
CB1 9ND

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

The Cherry Playgroup has been established since 1972. It is a committee-run provision and operates from the community wing of Cherry Hinton Community Junior School in Cherry Hinton, east of Cambridge. The group serves the local area.

There are currently 47 children from 2 to 4 years on roll. This includes 29 funded three-year-olds. Children can attend for a variety of sessions. The group currently supports a number of children with special needs, and children who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 09:15 until 11:45. A lunch club is available from 11:45 until 12:45.

There is one part time and five full time members of staff working with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. One member of staff is currently working towards a recognised early years qualification. The setting receives support from an Early Years Mentor from the Early Years Development and Childcare Partnership (EYDCP). The group is a member of the Pre-school Learning Alliance (PLA).

How good is the Day Care?

The Cherry Playgroup provides good quality care for children.

The staff provide an attractive and welcoming environment for the children in their care. Children have access to a very good range of interesting activities and resources, and this ensures they are busy and active throughout the session. The staff work well together and children benefit from being cared for by an experienced and qualified staff team. All documentation is in place. It is clear, detailed and implemented by the staff, which helps to underpin the good practice and ensures children's safety and well-being. However, there is one small detail missing from one of the policies.

The staff demonstrate a sound awareness of safety issues. They are active in ensuring children's understanding of health and safety, and security is good. Staff provide children with a particularly well-balanced range of snacks and drinks, which help children to understand about healthy eating.

Children's behaviour is good; staff are consistent and use praise and encouragement effectively. This reinforces the children's good behaviour and promotes the children's confidence and self-esteem. The staff interact well with the children, they talk and listen respectfully to them and support the children well in their activities. The staff foster an inclusive environment, where children learn about other cultures and beliefs. Children have access to a good range of resources, which reflect our diverse society. The staff are particularly supportive of children with special needs and this enables them to participate in activities at their own pace.

The group develops very good relationships with the parents. Good information is both gathered and shared with the parents so that children feel secure within the group. Parents are kept well-informed about the planned activities and are encouraged to approach the staff at any time.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Very good safety arrangements are in place and clearly implemented. The staff are particularly vigilant and help children to understand about the dangers, which means children can play safely at all times.
- Staff have a good understanding of nutrition. They help children to learn about making healthy choices by encouraging them to eat a balanced range of foods at snack time.
- Staff are committed to equality and they meet the children's individual needs well and the well chosen resources reflect this. Children learn to respect others and they play happily together.
- The staff are consistent in their approach to positive behaviour management and set good examples so that children are learning to resolve issues through discussion. Children respond well to consistent expectations and their behaviour is good.

An aspect of outstanding practice:

Excellent support is given to children with special needs. It allows all children to be actively involved within the group and to develop their individual potential. Good communication between the staff, parents and other agencies ensures that the children's individual needs are very well met. (Standard 10)

What needs to be improved?

- documentation, to ensure the child protection policy includes clear procedures to be followed in the event of an allegation made against a member of staff.

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
13	Ensure the child protection policy includes clear procedures to be followed in the event of an allegation made against a member of staff.

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

How effective is the nursery education?

The provision for nursery education at The Cherry Playgroup is of good quality overall. Children are making generally good progress towards the early learning goals.

Teaching is generally good. An effective key worker system enables children to be confident and happy in the setting. Most staff have a sound knowledge of the Foundation Stage curriculum, but some staff have yet to develop this knowledge. Staff plan a broad curriculum using the stepping stones, which provide children with an interesting range of activities and experiences. Assessments for each child are in place, however some aspects have yet to be developed. Good behaviour is valued and staff manage children's behaviour well; children respond to their positive behaviour management and their behaviour is good. There is a very effective system in place to support children with special educational needs, which enables all children to participate in the range of opportunities available.

Leadership and management is generally good. The lead practitioner is very committed to improving practice and the care and education of children. The staff team meet regularly to share their knowledge, skills and to evaluate their group practice. The staff have a good understanding of their roles and responsibilities and work very well together as a team. The staff participate in regular training opportunities to ensure their practice continues to develop.

The partnership with parents is generally good. Parents can talk to staff informally on a daily basis to discuss their child's progress with them. However, parents could have further opportunities to contribute to their child's assessment process. Parents are provided with good information about the provision and kept well-informed about the setting's activities. Parents are encouraged to take part in their child's learning through a variety of opportunities and are welcomed into the group to share their traditions or special interests with the children.

What is being done well?

- Children are happy and motivated to learn and are developing good attitudes to independent learning. The staff carefully nurture their confidence and self-esteem.
- The very good support given to children who have special needs ensures all children can access the setting and the curriculum.
- The staff provide a well-resourced role-play area. Children have good opportunities to explore their imagination and they enjoy acting out familiar scenarios
- The staff form very good relationships with the children and their families. They show a genuine interest in what children say and do, treating their

comments and opinions with respect. Adults provide good role models, showing children how to be respectful and caring towards one another.

What needs to be improved?

- the provision for the three-year-olds during large group activities
- further opportunities for children to link letters and sounds to extend their emerging skills
- increased opportunities for parents to contribute towards their child's assessments
- further improve systems to monitor assessment of children's progress.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children relate well to each other and adults, and are able to express their needs and ideas well. They are beginning to concentrate, persevering with tasks and seeking help appropriately. Children are learning to work as part of a group, sharing resources and helping one another to tidy up. Children have good levels of self-esteem, they respond well to the positive messages given to them and their behaviour is good. However, three-year-olds do not always benefit from large group activities.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children's language skills are developing very well; they speak confidently to a familiar audience and have good opportunities to practise this skill. Children enjoy listening to stories, joining in enthusiastically and they show a great interest in books, following the text and using books correctly. Children enjoy mark making, confidently writing for a purpose and during role-play. However, children have less opportunities to link letters and sounds.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are beginning to show an understanding of numbers and use number names in a variety of songs and rhymes. Staff develop children's understanding of simple calculations through everyday activities. Children enjoy using resources to group, match and re-create simple patterns and recognise shape and size, using the appropriate vocabulary. They are beginning to use mathematical concepts to problem solve. Simple positional language is used in context by children.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children enjoy talking about past and present events in their own lives. They are developing a sense of time through talking about their daily routine. Children observe and explore their community and the natural world. Regular visitors to the group and outings to the local area further support learning and foster a sense of community. Children build and construct using a range of objects and tools and display curiosity for how things work.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently during outdoor play showing an awareness of space and demonstrating good co-ordination to pedal and steer tricycles. They have good opportunities to develop their co-ordination and balancing skills. Children use small tools and equipment in a variety of activities with increasing control and have good opportunities to develop their designing and construction skills. They are developing a good awareness of healthy practices, particularly healthy eating.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children learn about shape, colour and texture through a variety of practical activities, such as free painting, playdough, sand and collage. Children enjoy singing familiar songs, joining in enthusiastically and have good opportunities to explore sound and rhythm through musical instruments. They move with enjoyment, listening carefully to match their movements to the music. Children make very good use of the role-play area and it is well resourced, helping to develop children's imagination.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally 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: THE KEY ISSUES

- ensure the provision for the three-year-olds during large group activities offers support and challenge in their last term
- continue to develop the system of assessment and increase opportunities for parents to contribute towards their child's assessment.

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.