



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 101566

DfES Number: 514375

INSPECTION DETAILS

Inspection Date	06/05/2003
Inspector Name	Angela Cole

SETTING DETAILS

Setting Name	Coigne Playgroup
Setting Address	Youth Centre Glos GL6 9JJ

REGISTERED PROVIDER DETAILS

Name	The Committee of Coigne Playgroup (The)
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ORGANISATION DETAILS

Name	
Address	

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 Coigne Playgroup opened in 1996. It operates from the craft room, small hall and sports hall in the youth club building in the village of Minchinhampton, Gloucestershire. The playgroup serves the local rural area. There are currently 26 children from two years nine months to under five years on roll. This includes five funded three-year-olds and 12 funded four-year-olds. Children attend for a variety of sessions. None of the children have special needs. No children speak English as an additional language. The playgroup opens five days a week during school term times. Sessions are from 9.00 a.m. until 12.00 noon. Five part-time staff work with the children, of whom three have early years qualifications. The setting receives support from a mentor teacher from the Early Years Development and Childcare Partnership.

How good is the Day Care?

The Coigne Playgroup provides satisfactory quality care for children. Children benefit from well considered routines and staff who work together as a team. Indoors, the premises are divided into different areas which well support children's learning. Children are keen to play with the wide range of toys set out. Although storage is not ideal, additional resources are fetched to further stimulate the children's interests. All documents required for efficient management of the provision are securely stored. However, the system for registering children and adults does not show times spent at the setting. The care of children has some good aspects. Individuals are valued and their needs well met. Staff promote safety through the policy and are aware of potential hazards. A formal risk assessment has been completed for outdoor play, though not for indoor areas. Children effectively follow hygiene practices, and arrangements for first aid and administering medicine meet requirements well. Children's dietary needs are known by all staff and snacks are nutritious. Overall, activities contribute effectively towards children's development. Children play at a wide range of activities each day and an evaluation is written after each session. This guides planning for the children as a group, and most aspects of children's intellectual development are regularly included. Staff are training on how to support children with special needs. They identify concerns and know how to

respond, although the written policy does not follow current legislation. Children are encouraged to behave by consistent use of appropriate, firm strategies. There is a strong partnership with parents. Parents and children are warmly welcomed and the current topic is prominently displayed. Practical information is available on sheets for rota helpers and minutes of committee meetings. Parents are well informed of their child's progress.

What has improved since the last inspection?

All actions raised in the last inspection have been fully carried out. Electric sockets are now covered and outside play risks assessed to improve the children's safety. Children are better supported through information for families which includes a written complaints procedure with Ofsted contact details. Arrangements for children's health care have been improved by adoption of policies for sick or infectious children, and on giving medication with written permission. Parent permission is also obtained for children's emergency medical treatment. Additional drinks are always available, and a system has been adopted to make adults aware of children's individual dietary needs. There is focus on the management of children's behaviour through a named member of staff for behaviour management and extension of the behaviour policy. Children are better protected through working to a statement based on local child protection procedures.

What is being done well?

Children are happy and confident, and their language development is well supported. All children's needs are well met, and effective use is made of small groups for adult-led activities. (Standards 2,3,9) The indoor premises are attractive, welcoming and well maintained. The different rooms are used well to provide space for a variety of attractive play areas. (Standard 4) Children are keen to play with the wide range of toys set out and resources added to extend their play. They enjoy the challenging physical equipment provided. (Standard 5) Staff are vigilant and, overall, have a secure understanding of safety. They are well aware of good practice regarding the children's health and hygiene. (Standards 6,7) Children's behaviour is well managed through consistent, firm strategies which are appropriate to the age, stage and personal circumstances of child. (Standard 11) The needs of children are well met through families being warmly welcomed and well included. There are good opportunities to give parents information about the group and about the children's progress. The need for confidentiality is well understood. (Standards 12, 14)

What needs to be improved?

the system for registering children, staff and visitors showing times of arrival and departure. (Standard 2) children's safety regarding assessment of indoor risks. (Standard 6) support for children with special needs through an up-to-date written policy. (Standard 10)

Outcome of the inspection

Satisfactory

WHAT NEEDS TO BE DONE NEXT?

The Registered Person must take the following actions by the date shown		
Std	Action	Date

The Registered Person should have regard to the following recommendations by the time of the next inspection	
Std	Recommendation
2	record the time of arrival and departure of children, staff and visitors.
6	conduct a risk assessment on indoor premises identifying actions to be taken to minimise identified risks.
10	update the written statement on special needs to be consistent with current legislation.

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

How effective is the nursery education?

Children are making generally good progress towards the early learning goals. Teaching is generally good and children are well supported to learn through example, explanation and praise. However, not all staff know the stepping stones and these are not used in planning or assessment. Some stepping stones are not sufficiently emphasised. Opportunities to challenge older children are missed, for example, in literacy. Methods for teaching three-year-olds are very good. Frequent use of small groups for adult-led activities effectively helps all children learn. Consistent management of individual children's behaviour is a strength of the group. The well planned timetable includes an appropriate balance of known routines and free play. All areas of learning are sufficiently resourced and interest areas sometimes used. Staff willingly add resources to support and extend activities. Leadership and management are generally good. Leadership is strong and there is in-depth knowledge of all group happenings. Aims are clearly stated and relate well to practice. Staff form a good team and hold regular planning meetings. Daily evaluation of children's activities is effectively used in future plans. Training is used to update policies, although some previous inspection issues are not fully met. Staff have high expectations and meet other groups to exchange ideas. Partnership with parents is very good and well supports children's learning. Families receive helpful information in the attractive brochure, clear policies and termly letters. Parents share much information about children, especially during settling. They are well informed about their child's achievements and progress. Children's work is displayed and clear invitations given to parents to see their child's records. Families are effectively involved in the group's daily running and in their child's learning through the parents' rota and valuable committee support.

What is being done well?

Children are confident, enthusiastic and persistent in their learning. They have good relationships with staff and are very well supported to behave and play together. Children have a good command of spoken language and are keen to learn new words. They enjoy making up stories and hearing stories told to them. There is excellent use of imagination in well resourced role-play. Children are well challenged to develop confident counting skills and use shape, size and position words accurately in their play. Children develop a good sense of space and significant control and coordination by using the wide range of challenging wheeled toys. Helpful teaching strategies ensure younger children settle and are well supported to learn at their own level. A very good relationship is formed with families, and parents are encouraged to be involved with their child's learning on a day-to-day basis.

What needs to be improved?

effective opportunities for older children to link letters to their sounds and use books

to locate information. awareness of older children of the need to tidy-up during free play. regular opportunities to move freely to music. staff knowledge and understanding of stepping stones and use of these to link planning to the assessment of children's progress.

What has improved since the last inspection?

Generally good progress has been made in response to the three key issues in the last inspection report. Clear, short term plans are now being used, including topic planning sheets with learning outcomes. However, planning does not refer to stepping stones to support children's progress. Staff now provide more opportunities for children to learn and use letter sounds. Children practise pronunciation of words, play with letter jigsaws and recognise names from initial letters on cards. Older children, though, are still not linking letters with their sounds. Children are now sufficiently encouraged to use mathematical skills to solve problems. For example, they count to find out how many legs on a spider and compare numbers of children with ticks on the register.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	
Judgement:	Generally Good
Progress is generally good. Children are independent and take messages. They confidently use ideas such as building towers and persist with jigsaws. Children clearly express emotions and needs. They trust staff and cooperate, for example in a 'café'. Good skills are developed in hygiene and dressing, but not in tidying-up during play. Children can choose their own play and are caring when giving toys to others. Good behaviour is very well supported, for example to take turns on a slide.	
COMMUNICATION, LANGUAGE AND LITERACY	
Judgement:	Generally Good
This area is generally good. Children speak out confidently and learn many words, including dinosaur names. They listen well and enjoy a story told about pets. Children 'read' books and know words have meaning, although information books are not used regularly. Older ones write most letters of names correctly and quickly recognise names from initials, but do not link letters with sounds. Writing materials are used effectively in imaginative play, for example to make books.	
MATHEMATICAL DEVELOPMENT	
Judgement:	Generally Good
Progress is generally good. Children confidently count forwards and back from 10. They often use numbers in play and solve problems, such as 'how many spider's legs?' They recognise numbers to ten, for example on jigsaws. Some children learn to add one more when including themselves in the register but number songs are sung straight through. They frequently use correct language to describe shape and position in play. They sit in 'circles' and place a dinosaur 'under' the chair.	
KNOWLEDGE AND UNDERSTANDING OF THE WORLD	
Judgement:	Generally Good
This area is generally good. Children keenly investigate materials such as pasta and water and grow apple pips. A wide range of construction kits and recycled materials is used to build designs, including animal 'homes'. Children learn about everyday technology but only occasionally operate a cassette. A very good sense of time and place is developed using a clock, and remembering visits and visitors. Children effectively explore different cultures through stories, clothes, presents and food.	
PHYSICAL DEVELOPMENT	
Judgement:	Generally Good
This area is generally good. Children are encouraged to recognise healthy diets though not to identify body changes. They show good control when using challenging ride-ons, and safely negotiate around others in large spaces. Children competently experiment with large equipment, such as tunnel and climbing frame. They practise with small equipment, for example, progressing from a play basketball ring to a sports hall's goal. Children handle a wide range of tools competently and	

safely.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Creativity is generally good. Children recognise a wide range of instruments and change sounds from loud to soft. They gain a good sense of rhythm, but do not regularly dance to music. Children effectively use colour in free painting and effectively play with pasta and playdough. They are encouraged to extend their own stories, for example, using 'telephones'. They show excellent imagination in role-play and play with stimulating resources, for example, in a 'clothes shop' and 'café'.	

Children's spiritual, moral, social, and cultural development is fostered appropriately:	Y
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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
develop staff knowledge of the stepping stones and use these to plan learning outcomes for children and to assess children's attainment to support their progress; further develop challenges for older children by supporting them to link letters with sounds, use books to locate information and tidy-up after themselves during free play; plan regular opportunities for children to respond creatively to music through dance.

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.