



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 322045

DfES Number: 521366

INSPECTION DETAILS

Inspection Date	10/03/2004
Inspector Name	Dawn Lumb

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Batley Road Playgroup
Setting Address	Phoenix Youth Club Batley Road, Alverthorpe Wakefield West Yorkshire WF2 0AE

REGISTERED PROVIDER DETAILS

Name	The Committee of Batley Road Playgroup
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ORGANISATION DETAILS

Name	Batley Road Playgroup
Address	Phoenix Youth Club Batley Road, Alverthorpe Wakefield West Yorkshire WF2 9AE

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

Batley Road Playgroup opened in 1978. It operates from the Phoenix Youth Club in Alverthorpe. The group serves the local community.

There are currently 21 three-year old children on roll all funded, there are no funded four year olds, there are currently no children with special educational needs or English as an additional language attending.

Children attend for a variety of sessions. The group open five days a week during school term time. Sessions are from 08:30 until 16:00 hours.

Six staff work with the children, three full time and three part time. They have early years qualifications to NVQ level 2 and 3.

The setting receives support from a teacher from the Early Years Development and Childcare Partnership (EYDCP) and the Pre School Learning Alliance (PLA).

How good is the Day Care?

Batley Road Playgroup provides good quality care for children.

Management and staff provide a well organised playgroup where staff work together and support each other well, they are familiar with their roles and responsibilities and routines are well established, which enhances the environment, promoting happy and secure children.

Staff supervise and support the children well and give high priority to children's safety inside and outside the premises. However the main entrance door is not secure, although well supervised. Also the toilet facilities whilst clean, have chips to the basins and the toilet cistern is broken.

Health and Hygiene standards are promoted well through good routines and well established practice, children are aware of good hygiene such as hand washing. although the toilet facilities whilst clean, there are some chips to the basins and the

toilet cistern is broken and in time could become a hygiene hazard to children.

Children's snack times are a sociable occasion where staff sit with the children at their level and support and interact with the children. Children receive a satisfactory balanced snacks, staff are familiar with children's individual dietary needs.

Management and staff promote links and support from other agencies, and emphasis is placed upon inclusion and access for all children.

Playgroup staff provide a good range and balance of resources which promote learning through play, children are offered interesting and stimulating activities which promotes their overall development. Self selection is promoted and children are able to freely move from area to area to select their play activities.

Good behaviour is encouraged and maintained, staff strategies and techniques are effective children are encouraged to share, take turns, respect and consider others.

Partnership with parents are excellent, parents are very well informed with regards to the setting and their child's developmental progress.

What has improved since the last inspection?

Very good progress has been made all issues raised from the previous inspection have been addressed; devise a system for recording children's time of arrival and departure; ensure broken drains and broken glass in windows do not pose a hazard; consult fire safety officer regarding smoke detectors; ensure radiators do not pose a hazard; the child protection policy to contain contact details.

A detailed registration system is in place; the drains are made inaccessible and the windows are now covered; a Fire Safety Officer has visited the premises and given verbal advice; a risk assessment is operational for the radiators; the child protection policy has been reviewed and contains full details.

What is being done well?

- The organisation of the playgroup, there are effective and efficient strategies in place, the management and staff have a clear understanding of their roles and responsibilities and good routines are established, good use of time and deployment of staff within the room and various areas ensures good support, monitoring and observation.
- Children have good relationships with staff, children are confident and comfortable and are able to approach the staff for help and guidance. Staff know children's individual personalities and preferences these have clear impact on the children's security.
- The rich environment in which children play, the broad range of equipment and resources that are available, enable staff to plan and provide stimulating and interesting opportunities where children learn through independent and

supported play.

- The behaviour management skills and techniques which help to promote a sense of right and wrong and respect and consideration for others and their environment, staff encourage and praise children promoting self esteem and confidence, enabling children to feel happy and secure.

An aspect of outstanding practice:

The excellent and well established partnership with parents, they receive extensive information about their child's achievements, the settings documentation, events and news. Parents are encouraged to be involved in the setting and their commitment to supporting their children is very well received by the playgroup. This has a beneficial impact on the children's welfare and development and their feeling of well being within the setting.

What needs to be improved?

- the security of the premises;
- the toilet and hand washing facilities.

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 the entrance is secure
7	Ensure toilet facilities do not pose a hygiene hazard for children.

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

How effective is the nursery education?

Batley Road Playgroup are making very good progress towards the early learning goals in all areas.

The quality of teaching is very good ensuring children acquire new knowledge and skills, develop ideas and increase their understanding. Staff challenge and inspire children and use methods, which enable all children to learn effectively. They take into account the children's pace and developmental ability. Staff have a clear understanding of the stepping stones and the effective use of planning is evident in the good range of resources and first hand experiences which are offered to the children. Staff have realistic and consistent expectations of the children's behaviour, which is very good.

Leadership and management ensure that high quality care and education is offered to children. They promote the work and development of the staff and ensure through good staff deployment that children's learning is supported. They are enthusiastic in the way that they promote the setting and there is a strong commitment to review and development. They seek support and guidance from external agencies including the visiting teacher service.

Partnerships with parents are excellent. Very good relationships have been developed and parents are provided with very good quality information about the setting, educational provision and about their child's progress through newsletters, notice board, consultation days, daily verbal exchanges, access to individual development files and progress reports. Good opportunities are available for parents to be involved in their child's learning and progress, which has a positive impact on the child's overall development.

What is being done well?

- Leadership and management are highly effective in promoting the setting. The work and development of the staff, the provision and children's learning is given priority. They are committed to providing a high quality service and they actively seek further knowledge and guidance from early years practitioners.
- The staff place strong emphasis on developing the children's personal, social and emotional skills the children are confident and secure in their environment, they build warm trusting relationships with adults and peers and independence and self esteem is well established and behaviour is very good.
- Planning is very effective it provides a broad, balanced and purposeful curriculum for all children, they include beneficial detail to enable staff to use

activities to promote the learning of all children.

- The use of time and resources is very good. This combined with the stimulating presentation and organisation of freely accessible, planned and continuous activities, ensure that children's independence is encouraged and their natural curiosity to investigate and experiment is fostered to a high standard
- Partnership with parents are excellent, very good communication between staff and parents effectively supports the children's progress and parents receive very good quality information about the educational provision. They are well aware of their child's key worker and the progress of their child. Many parent show interest and enthusiasm in how the playgroup operates and what they can do to become involved in helping to promote their child's progress.
- The quality of teaching has a very effective impact on children's learning, staff ensure that a good range of stimulating and interesting activities, offer appropriate challenges to children which afford new skills, freedom to practice and refine skills already learnt and give opportunities for self chosen challenge.

What needs to be improved?

- Staff questioning techniques when working with children.

What has improved since the last inspection?

The playgroup has made good progress from the last inspection, improvements have been made in mathematical development staff have reviewed activities and opportunities so that children have regular experiences of practical problem solving and further opportunities to record numbers during purposeful and self chosen activities.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children have excellent personal and social skills. Behaviour is very good they respond positively to staff and their peers they show consideration for others and their environment. Children's show increasing independence and are developing a good awareness of their own needs views and feelings and are sensitive to those of others this is well promoted and supported by purposeful activities and staff interaction. They are able to connect life experiences between home and various events.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's language is developing very well they confidently express ideas and feelings. Children enjoy re-enacting stories within imaginary play. Children recognise their names, link sound to letters, and name the alphabet. Children are developing good pencil control and more able children produce emergent writing for a variety of purposes. Children select and order letters of their name, read left to right when using letter cards. Children enjoy books and handle them appropriately.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children confidently use mathematical language in purposeful and self chosen play activities such as, lego and sand play, children count to 10 and more able children recognise number symbols to 6. Children are able to compare size and shape by using a wide range of resources and can identify and name shapes. They are developing skills to recognise and recreate simple patterns and show awareness of number operations such as addition and subtraction.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children make very good progress by accessing a wide and varied range of first hand experiences and enjoy using their senses to investigate and explore living things and objects and are able to identify features and changes in materials such as ice and play dough. They develop a positive respect for their own and other cultures, nature and the environment. They talk confidently about themselves, their families and events. Children use communication technology well to support their learning.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move with confidence and have very good body control and co-ordination. Climbing jumping and balance is promoted within the garden areas. They have good control and show increasing skills when handling small tools and equipment eg. mark making, scissors, playing imaginatively and computer work. They demonstrate a good awareness of space and others and negotiate obstacles successfully. They demonstrate increasing control over clothing when putting on coats, aprons etc.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children are very confident in expressing real and imaginary experiences in role play. They enjoy music and song and respond purposefully when they join in with singing and story. They explore shape, colour, form and texture in two and three dimensions making models, painting and collage. Children use their senses to good effect when they join in with sensory activities such as tasting various fruits. Children have good opportunities to explore sound and sound patterns.

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:

- Points for consideration
- in order to further enhance the already excellent practice identify methods by which staff could be given the opportunity to develop their questioning techniques.

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.