



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 226483

DfES Number: 590999

INSPECTION DETAILS

Inspection Date	27/09/2004
Inspector Name	Mark Evans

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Stafford Leys Playgroup
Setting Address	Stafford Leys Community Centre Stafford Leys Leicester Forest East Leicestershire LE3 3LJ

REGISTERED PROVIDER DETAILS

Name	The partnership of Doreen Rushin & Beverley Jones
------	---

ORGANISATION DETAILS

Name	Doreen Rushin & Beverley Jones
Address	Stafford Leys Community Centre Stafford Leys Leicester Forest East Leicestershire LE3 3LJ

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

Stafford Leys Playgroup has been established since 1977. It is a privately owned facility and is situated in the Community centre area of the Stafford Leys Primary School.

The rooms used are the large hall, a separate smaller room, the kitchen and toilet/wash facilities. The playgroup is open term time only, 09:15 to 11:45 weekdays, excluding Wednesdays. The setting serves a diverse cultural community and has three children currently attending for whom English is an additional language. There is one child currently attending who identified as having special educational needs.

There are currently 26 children on roll, including 3 funded four-year-olds and 21 funded three-year-olds. Children attend a variety of sessions each week.

There are five part-time staff working with the children, of whom three are working towards a level three qualification, one has a level two qualification and one who is working towards a level two qualification. The pre-school receives support from a mentor teacher from the Leicestershire Early Years Development and Childcare Partnership.

How good is the Day Care?

Stafford Leys Playgroup provides satisfactory care for children. The environment is welcoming and the premises are well maintained with sufficient facilities for children's care and play. The staff to child ratios provide good levels of adult support to promote children's sense of security. Staff are generally aware of the playgroup's policies however, induction training for new staff is not fully developed to include all aspects. Most documentation and procedures are in satisfactory order, although there was omission for notification of a staff change and no available written complaints policy and procedures in the event of a lost child or parent failing to collect a child.

Written risk assessments are completed to reduce any risk, with good arrangements for the premises security. The setting provides drinks and snacks for children and sometimes includes healthy foods to encourage good dietary habits. Staff have a sound knowledge about child protection issues and procedures. Children are encouraged to use appropriate health practices and staff explain the reasons for hand washing and good hygiene.

The staff have positive relationships with the children and they offer praise and reward to encourage co-operative attitudes. Children's behaviour is managed effectively. Adults within the setting are caring and attentive to the children and show interest and value to what they say and do. There are resources and events that promote diversity and staff make sure that children have equal access to all activities within the playgroup. The setting supports children with special needs in liaison with parents and with relevant agency support.

The setting has a positive and constructive attitude towards working with parents and staff have regular verbal exchange with the parents. Confidential records are kept in order to have relevant contact details, to meet the individual care needs and to monitor children's development.

What has improved since the last inspection?

At the last inspection the setting agreed to: produce an action plan showing how the person-in-charge will achieve a level three qualification; develop an action plan detailing how half of the staff group will achieve a level two qualification; ensure that there is at least one member of staff who has a current first aid certificate; make a written complaints procedure available to parents; make sure that there is a member of staff who has responsibility for child protection issues and ensure that the child protection procedures comply with the local area Child Protection Committee procedures and ensure that records, policies and procedures, which are required for the efficient and safe management of the provision.

The setting has sufficient staff currently working towards level three and level two qualifications; has a named person for child protection responsibility and has a child protection policy available to staff and parents, and maintains records and policies for the efficient and safe management of the setting. Further staff training is needed for first aid as there is not always a member of staff with the relevant first aid certificate on the premises at any one time. Although most records are satisfactory, a complaints procedure is still not available.

What is being done well?

- Staff are caring and attentive to the needs of children and provide good emotional support for them, helping them to settle, to feel secure and develop confidence in being separated from their main carer.
- Strategies for dealing with behaviour are effective and consistently applied and staff value children's good behaviour, using praise and encouragement to promote self-esteem and co-operation.

- Staff have a very good awareness and knowledge of child protection issues and procedures, which helps to safeguard children's welfare.

What needs to be improved?

- staff induction training
- the availability of operational procedures for the safe conduct of any outings provided
- written records of medicines given to children
- the availability of sufficient staff with a current first aid training certificate
- records and procedures for notification to Ofsted of any changes to staff; details of the procedures to be followed for complaints and procedures to be followed in the event of a child being lost or a parent failing to collect a child.

Outcome of the inspection

Satisfactory

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 must take the following actions by the date shown

Std	Action	Date
14	Make sure that records and procedures, which are required for the efficient and safe management of the provision, are maintained, including notification to Ofsted of any changes to staff; a written statement that provides details of the procedures to be followed if they have a complaint and procedures to be followed in the event of a child being lost or a parent failing to collect a child.	27/10/2004

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
-----	----------------

2	Ensure that there is a system for staff induction training, which includes health and safety and child protection.
6	Ensure there are operational procedures for the safe conduct of any outings provided.
7	Ensure there are sufficient staff to make available at least one person with a current first aid training certificate on the premises or on outings at any one time.
7	Make sure that written records of medicines given to children are signed by the parents.

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

How effective is the nursery education?

Stafford Leys Playgroup provides good quality nursery education overall which enables children to make generally good progress towards the early learning goals.

The quality of teaching is generally good. Staff build warm relationships with the children, which helps to support their learning. The team is developing its knowledge of the foundation stage, using this to support and extend children's learning and providing an interesting range of activities for all areas of learning. However, they are aware that clearer learning objectives are needed for focused activities.

Staff act as good role models for children, set clear and consistent boundaries and manage the children's behaviour very well. They work directly with the children and provide some one to one individual attention. Although some observations are undertaken, the assessment of children's progress is not completed effectively and is not used to help plan for what children could usefully do next. Staff have limited knowledge and regard to the Special Educational Needs Code of Practice however, the setting does have a designated co-ordinator who has a lead responsibility to support children identified as having special educational needs.

Leadership and management of the setting is generally good. The well motivated management team has some strategies for monitoring quality and has clear development plans. They work closely with the advisory team and have a good level of commitment for improvement.

The partnership with parents is generally good. Parents can access written and verbal communications from the pre-school about the educational programme, although they are not effectively involved in the assessment of their child's progress for future planning. The team has a welcoming approach in working with parents and has developed positive relationships with them.

What is being done well?

- A calm and purposeful atmosphere is maintained. Staff prioritise their time for working with the children and interact with them well; they support children's involvement in activities and use their knowledge of the foundation stage to extend learning. Children grow in confidence and develop appropriate social skills; their behaviour is also good.
- Good provision is made at the beginning of the term for the youngest children starting the playgroup. Activities are pitched at an accessible level. The children's sense of security is promoted well by good links with parents settling in their child and consistency in the environment and staffing.

What needs to be improved?

- the learning objectives within planning and effective completion and use of children's assessments
- parental involvement and influence in the developmental assessment processes for their child
- staff's knowledge of and regard to the Special Educational Needs Code of Practice.

What has improved since the last inspection?

Generally good progress has been made in tackling the key issues identified in the previous inspection report. These required the setting to develop the assessment system by ensuring that the children's progress and achievements are noted throughout the year and based on regular observations of the children; to ensure that this information is used when planning activities and to share the information with parents and invite comments on their child's learning at home. Also, to make sure that there is a clear policy for special educational needs, which reflects an understanding of the Code of Practice on the identification and assessment of special educational needs and to offer regular opportunities for the children to develop their skills in climbing through the use of climbing equipment.

The setting now completes development profiles for children however, these need to be completed more effectively and used to plan for what they could usefully do next. Parents are not aware of the assessment process and the sharing of such information needs to be further addressed. A special educational needs policy statement has been devised and implemented, which makes reference to the Code of Practice. Additional large equipment/apparatus has been obtained, including a climbing frame and slide, which provides children with regular opportunities for the children to develop their skills in climbing.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children show good levels of concentration and involvement in activities. Children are gaining awareness of their community, for example, through walks, although contact with local people/agencies is limited. They interact co-operatively within groups and behave well, which is conducive to a calm environment. Children are developing their independence, however, there are some missed opportunities at snack time. Younger children are showing confidence in being separated from their main carer.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
------------	----------------

Children choose books for enjoyment and use them appropriately, reading from left to right. They express imaginative ideas within their play, although some missed opportunities relay real experiences. Children are able to respond to simple instructions. Some more able children can recognise their name and there are some opportunities for children to associate meaning to print. They draw and paint and sometimes ascribe meaning to marks and attempt writing for different purposes.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Some, more able children can count to nine and also recognise numbers up to nine. Children are starting to use numeric mathematical language and are becoming familiar with numbers. They are able to follow instructions of positional language, although generally have limited opportunities to develop knowledge of space, three dimensional shapes and measurement. Children have opportunities to combine two sets of objects and use simple subtraction, for example, within songs and rhymes.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
------------	----------------

Children select materials to design, join and shape. They are developing a sense of place through local walks and collecting natural objects and they talk about the natural environment. There are some missed opportunities for children to recall past/present events. Children explore and study living things and patterns of change and are gaining knowledge of how tools are used. They can operate simple I.T. equipment. Children are gaining an awareness of people from differing cultures.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
------------	----------------

There are a variety of resources, which help children to develop physically and most adult-led activities are set with appropriate challenge. Children use different tools with good control to make changes to materials, for example, forming and constructing with play-dough, pouring water and painting. Children are able to move confidently around each other, showing good balance and spatial awareness. They engage in healthy practices, including good hygiene routines, healthy eating and exercise.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children have awareness of colours and use this through a variety of mediums. They enact their imagined experiences through role-play settings and they express their imagination with resources, including painting and modelling. Children have activities that concentrate on their response to effects on some of their senses, although the balance of sensory experiences is limited. They enjoy singing and use instruments to develop awareness of how sounds can be changed and of rhythmic patterns.

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

- give clearer indication to the learning objectives within planning and ensure that children's assessments are undertaken and used to help plan what children could usefully do next
- make sure that parents have an effective involvement and influence in the developmental assessment processes and in their child's learning
- ensure that all staff have knowledge of and regard to the Special Educational Needs Code of Practice.

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.