



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 101852

DfES Number: 513349

INSPECTION DETAILS

Inspection Date	09/04/2003
Inspector Name	Linda Janet Witts

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Phoenix Playmates (Nailsworth)
Setting Address	Nailsworth Primary School Nympsfield Road Nailsworth Glos GL6 0ET

REGISTERED PROVIDER DETAILS

Name	The Committee of Phoenix Playmates 106228510
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ORGANISATION DETAILS

Name	Phoenix Playmates
Address	Nailsworth Primary School, Nympsfield Road Forest Green, Nailsworth Stroud Gloucestershire GL6 0ET

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

Phoenix Playmates is situated in a terrapin building in the grounds of Nailsworth Primary School, in the Forest Green area of Nailsworth. Phoenix Playmates serves the local community and is managed by a voluntary committee and has charitable status. The facility, which opened in 1991, consists of a purpose-designed playroom and a cloakroom area. Outside there is an enclosed garden with disabled access. The children also have regular access to the school playgrounds and gym.

Phoenix Playmates provides full day care for 20 children aged between two and five years. There are currently 29 children on the register. Government funding is received for 18 three-year-olds and two four-year-olds. The group has experience of children with special needs. The majority of the children attending will transfer to Nailsworth Primary School. The group is open from 9 a.m. to 3.30 p.m. Monday to Friday, term-time only.

There are three members of staff who work directly with the children, two hold level three qualifications (National Nursery Examination Board) and one has a level two qualification, in early years. The group receives support from the school foundation stage teacher.

How good is the Day Care?

Phoenix Playmates provides satisfactory care for children.

The group is led by appropriately qualified and experienced staff. Good adult: child ratios are maintained but staff deployment is not always effective. Good use is made of available play space, enabling children to move freely and enjoy a range of activities both inside and out. Attractive wall displays help to create an environment which is both welcoming and interesting. The group is well resourced. Toys and equipment are of good quality and sufficient in quantity. Documentation is up to date and stored appropriately. Some documentation lacks information and does not always reflect the group's practice. Records are shared with parents.

All staff work to ensure that risks are minimised and that the children have a safe play environment. Children are offered a variety of snacks which are often linked to the group's current theme of activities. Children are not encouraged to wash their hands prior to snacks and staff are not consistently promoting good health and hygiene. Both leaders are trained in child protection.

Staff provide a good range of activities which children can choose from, resulting in happy children, occupied in meaningful play. Staff make good use of resources to promote positive images of different cultures, although the group lacks resources which reflect positive images of disability. Also, children's cultural differences are not always acknowledged and valued. Children with special needs are supported well. The children are well-behaved and staff manage behaviour well. They have clear expectations for behaviour and good behaviour is positively encouraged with lots of praise.

Staff have developed good relationships with the parents, who feel that staff are approachable and that they are kept well informed. Staff try to encourage parents to take an interest in the group, as parent helpers and by joining staff for social fund-raising events.

What has improved since the last inspection?

The group has responded to the actions raised at their last inspection. They have amended their complaints procedure to include the address and telephone number of the regulator and asked parents for written permission to seek emergency medical treatment or advice. A member of staff has been identified to take responsibility for child protection. The group has developed a key worker system but it has yet to be implemented effectively.

What is being done well?

- Staff provide a good range of activities which children can choose from, resulting in happy children, occupied in meaningful play, as individuals and in small or large groups. (Standard 3)
- Good use is made of available play space, enabling children to move freely and enjoy a range of activities both inside and out. Attractive wall displays help to create an environment which is both welcoming and interesting. (Standard 4)
- The Special Educational Needs Coordinator effectively supports children with special needs. She liaises closely with other professionals and ensures that adaptations are made to enable participation in a full range of activities. (Standard 10)
- Staff manage behaviour well. They have clear expectations for behaviour and good behaviour is positively encouraged with lots of praise. (Standard 11)
- Staff have developed good relationships with the parents, who feel that staff are approachable and that they are kept well informed. Staff try to encourage parents to take an interest in the group, as parent helpers and by joining staff

for social fund raising events. (Standard 12)

What needs to be improved?

- deployment of staff to ensure children's well-being, maintenance of records of adult and child attendance and the use of the key carer system to effectively monitor the children's development and aid planning to ensure that individual children's needs are met; (Standard 2)
- the challenge offered from outdoor toys and equipment; (Standard 5)
- the promotion of good health and hygiene; (Standard 7)
- policies for lost/ uncollected child, child protection and the content of policies in general. (Standard 2, 13 & 14)

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
2	Produce procedures to be followed in the event of a child being lost or a parent failing to collect a child and make them available to staff and parents.	31/05/2003

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

Std	Recommendation
2	ensure that staff are deployed effectively
2	maintain clear records of adult and child attendance, including times
2	use the key carer system to effectively monitor children's development and aid planning to ensure children's individual needs are met
7	ensure that staff take positive steps to prevent the spread of infection

13	extend child protection policy to include action to be taken in the event of an allegation being made against a member of staff or volunteer
14	review the group's policies and ensure that they clearly reflect the group's practice; parents' attention should be drawn to any amendments

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

How effective is the nursery education?

Phoenix Playmates offers good quality provision which helps children to make generally good progress towards the early learning goals.

Teaching is generally good. Relationships with children are excellent. Staff provide excellent role models and have reasonable and realistic expectations of children's behaviour. Staff promote self-confidence and a positive attitude in all children. Staff employ some interesting and stimulating teaching methods to help children to make progress towards the early learning goals. The Special Educational Needs Co-ordinator makes good use of advice sought from external advisors to inform and develop practice.

Leadership and management is generally good. Staff work well together to promote good relationships. Staff and parent helpers are very clear about their roles and responsibilities. The committee work well together, to ensure the smooth running of the playgroup. Staff commitment to professional development is variable. Further development is needed in the use of assessments to effectively plan activities and modify activities for individual children. In addition, the intended outcome of the activities is not clear to all staff and parent helpers.

Partnership with parents is generally good. Parents feel very involved and valued and appreciate the regular newsletter. However parents are not involved in their child's learning in a formal way. They are given limited written information about the foundation stage and little information about the programme of planned activities and topics. Some parents feel well informed about their child's achievements and progress, others would like additional formal feedback opportunities. Some of the information for parents contained in the handbook and in the policies, needs updating. Parents value the strong links the playgroup has developed with the school, which helps smooth the transition into school. Parents feel able and welcome to share any information verbally at any time.

What is being done well?

- Children form excellent relationships with staff and other children and are sensitive towards others. They learn to be co-operative and work well together.
- Children's language for communication and thinking is developing well, children demonstrate good speaking skills and use talk well to organise their play. Staff ensure there is enough time for children to express their thoughts, ideas and feelings in a variety of ways, such as in role play.
- Children show a keen interest in numbers, counting and calculating. They show a developing understanding of addition and subtraction and are beginning to use the mathematical language involved. Staff pose complex

mathematical problems where there will be a remainder.

- Children respond positively to what they see, touch, hear and smell e.g. investigating how hard boiled eggs roll down a slope; the cracking sound of the eggs hitting each other and the "pong" when they split open.
- The playgroup Special Educational Needs Co-ordinator makes good use of advice sought from external advisors to inform and develop playgroup practice.

What needs to be improved?

- planning, to clearly show the intended outcome of activities to all staff and parent helpers;
- use of assessments to effectively modify activities for individual children;
- information for parents, about the foundation stage of learning and the scheduling and purpose of the activities on offer;
- opportunities for children to use information communication technology in the playgroup to help develop skills across the areas of learning.

What has improved since the last inspection?

Improvement since the last inspection is generally good. The previous inspection required the group to:

1. improve the program for physical development of the children's large muscle movements. develop more detailed written plans for this area of the curriculum to extend children's skills in balancing, climbing and using small equipment. Ensure staff are suitably deployed to support the children's learning during outside play time;
2. further develop the assessment and planning process so that clear links are made between children's dated assessments and the activities planned. Planning should also make it clear what the children are expected to learn and staff should make appropriate adaptations for different levels of ability.

The playgroup has made generally good progress since the last inspection. The two key issues raised at the last inspection have been partially met but some weaknesses remain.

1. They have improved the program for physical development of children's large muscle movements, however planning does not clearly show the purpose of the activities.
2. Children's assessments are now dated, but are not used effectively to inform planning. In addition, planning is insufficiently detailed to support children's differing abilities, or show what children are expected to learn.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are making generally good progress. They form excellent relationships with staff and other children. Children are confident, co-operative, well behaved, and independent and show high levels of concentration. They show a strong sense of self and as part of the community e.g. three and four-year-olds discussing the local shops and who manages them. Some opportunities for children to develop their personal independence are missed e.g. pouring their own drinks and serving others.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children are making generally good progress. Their spoken language is developing well and they use talk well to organise their play. Children have a clear understanding that print carries meaning, however staff sometimes miss chances for children to practice their emerging writing skills in every day situations. The plans do not show the intended learning, or indicate how staff and parents can encourage children to use new vocabulary.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children are making generally good progress. They show a keen interest in numbers, counting and calculating. Children show a developing understanding of addition and subtraction and begin to use the mathematical language involved e.g. counting the number of eggs needed for each child to have one egg, with one left over, a four-year-old child unprompted remarked, "that leaves a remainder one". Missed opportunity to use snack time to extend mathematical language and introduce fractions.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children are making generally good progress. They have a well developed sense of place e.g. children discussing the differences between their homes. They are beginning to differentiate between past and present e.g. children talking with staff in circle time, about the change in the weather since yesterday and the change in the seeds they had recently planted. There are significant weakness in the provision of opportunities for children to use technology to support their learning.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are making generally good progress. They competently use a range of small and large equipment and show an awareness of space, themselves and others. The range of outside toys and resources used is limited. Planning is insufficiently detailed to support different stages of physical development during outside play. Children are not aware of good hygiene practices e.g. they do not wash their hands before eating.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children are making generally good progress. They respond positively to what they see, touch, hear and smell e.g. investigating how hard boiled eggs roll down a slope; the cracking sound of the eggs hitting each other and the "pong" when they split open. Children engage very well in imaginative role play based on their own first hand experiences. Craft activities however are mostly adult lead and children are unable to extend these activities for themselves.

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

- continue to develop planning to clearly show the intended outcomes of the activities to all staff and parent helpers;
- continue to develop the use of assessments, to effectively modify activities for individual children;
- develop the information for parents, about the foundation stage of learning and the scheduling and purpose of the activities on offer;
- teach and encourage the use of information communication technology in the playgroup.

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.