



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 221817

DfES Number: 581842

INSPECTION DETAILS

Inspection Date	01/04/2004
Inspector Name	Denise May Smith

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Bury Playgroup
Setting Address	The Village Hall, Brookfield Way Bury, Ramsey Huntingdon Cambridgeshire PE26 2LH

REGISTERED PROVIDER DETAILS

Name	Bury Playgroup 1027243
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ORGANISATION DETAILS

Name	Bury Playgroup
Address	The Village Hall, Brookfield Way Bury, Ramsey Huntingdon Cambridgeshire PE26 2LH

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

Bury Pre-school has been open for over 20 years. They operate from a large hall within the village community centre. Children attend from the local area.

There are currently 44 children from 2 to 5 years on the pre-school roll. This includes 2 funded 3 year olds and 13 funded 4 year olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs and would support children who speak English as an additional language.

The groups opens 4 days a week during school term times. Pre-school sessions are from 09:15 hrs until 11:45 hrs on Monday, Tuesday, Thursday and Friday.

Three full-time staff work and one part time member of staff work with the children. Two members of staff are currently working towards an early years qualifications to NVQ level 3. The setting receives support from a teacher/mentor from the Early Years Development and Child Care partnership (EYDCP)

How good is the Day Care?

Bury Pre-school provides good care for children.

The staff team is relatively newly formed, but they work very well together knowing each other's strengths and using them well. The staff take care in making the environment welcoming to both children and their carers; children's work is valued and displayed, which is difficult because the room is set up and cleared daily. Policies and most procedures are in place and available to parents, but they are not all completely up to date.

The staff have an appropriate awareness of daily, routine safety issues but lack knowledge about the wider health and safety guidelines and their responsibilities. Snack time is organised effectively. Snack time promotes children's independence and enables them to make choices and encourages children to interact socially. Good procedures are in place to support children who may become ill and also help

staff and children prevent the spread of infection. Staff act as good role models and encouraged good personal hygiene practice.

All children have access to the group, the broad range of resources and the many fun, interesting activities offered. Children are encouraged to try and to persevere, with support being available as appropriate ensuring children's learning in all areas is promoted. Staff are very positive with the children. Children are polite and well mannered; behaviour is good.

Parents are well informed about the setting when they join. They are kept informed about their children through the daily exchange of information at collection time and by being invited into the group to see their children's work. The parents support the staff in many ways through the committee, parent's rota and are encouraged to share any particular skills they may have.

What has improved since the last inspection?

At the last inspection the committee of Bury Pre-school agreed to, ensure that an operational plan is collated which conforms to the National Standards, to ensure that written permission to administer prescribed and non prescribed medication is obtained and to ensure that written permission is obtained to seek medical advice and or treatment in an emergency situation. They further agreed to ensure that records contain information which allows appropriate care to be given, ensure that a complaints procedure is implemented which conforms to the National Standards and to ensure that policies and procedures are made available to parents and carers. All of these recommendations have been implemented either fully or partially. As a result the quality of the care offered to the children has been further improved.

What is being done well?

- The snack time is well organised. Parents are invited to provide fruit for children to share. The children are able to make choices and have their snack when they wish. Children learn independence and their social skills are promoted.
- Children behave well. The staff are consistent in their approach, giving the children positive messages. They act as good role models. As a result children learn to be polite and to understand right from wrong.

What needs to be improved?

- Staff knowledge and understanding of Health and Safety regulations and how to implement procedures.
- The updating of some policies and procedures.

Outcome of the inspection
Good

CONDITIONS OF REGISTRATION
<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
<i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i>

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	Develop staff knowledge and understanding of Health and Safety regulations and implement procedures to ensure all staff are kept up to date with current requirements.
14	Ensure that policies and procedures relating to Behaviour management, child protection, the complaints procedure and the lost and uncollected children policy and procedure are written in line with the National Standards.

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

How effective is the nursery education?

The provision of nursery education at Bury Pre-school is of good quality. Children make very good progress in their mathematical, personal, social and emotional development and in their communication, language and literacy, and generally good progress in other areas of learning.

Teaching is generally good. Staff are confident in providing a balanced and exciting curriculum. All staff contribute to the planning, which is based on the early learning goals and linked to clear learning intentions. Activities are evaluated to inform future planning. The next steps of learning are not formally identified. The assessment of children's learning is linked to the stepping-stones and is based on the average expected achievement of the children. It does not take into account children who make very good progress towards the early learning goals. Staff interact with the children well and support the children in developing their skills. However, not all opportunities are taken to introduce some aspects of learning. Clear boundaries and expectations are set for the children and are reinforced by all staff. This results in the children understanding what is expected of them. Children with special educational needs are effectively supported.

Leadership and management is generally good. The committee are supportive and well organised. A system of staff appraisals is in place and staff jointly input to a self-evaluation programme in order to focus further development of the group. The daily management of the group is good. Staff attend many relevant short courses and workshops but have not completed the Foundation Stage Training.

The partnership with parents and carers is generally good. Information is gathered and shared in a variety of ways. Parents are given good information about the six areas of learning, but do not contribute to the assessment of what their children know. Parents are invited to come into the group to see their children's work and discuss their progress.

What is being done well?

- Children are happy, settled and motivated to learn. This results in them being able to enjoy their time at the group and enables them to make progress in all areas of learning.
- Good opportunities are provided which enable children to develop their pre-reading, pre-writing and their general communication skills. This enables children to communicate their needs thoughts and feelings.
- The effective methods used to supports children's mathematical development enables basic concepts to be introduced through their play both in planned and spontaneous activities.

What needs to be improved?

- assessment, so that it shows a true picture of what children know, can do and tracks the progress made of those children who make very good progress. The identification of the next steps of learning so that this informs the planning cycle and can be shared with parents
- use of spontaneous opportunities in every day situations, to reinforce learning, for example, explaining to children 'why they should wash their hands'.

What has improved since the last inspection?

Since the last inspection the leadership and management of the group has changed along with the staff team. However, very good progress has been made at addressing the three key issues raised.

Children are now provided with many opportunities for mark making for a range of purposes and are now encouraged to be involved in practical problem solving involving addition and subtraction. Children are questioned effectively encouraging their mathematical thinking. By addressing these key issues these areas of learning are now strengths of the group.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy and settled in the group. They are confident and able to remain focused and persevere with activities and tasks. They work independently if appropriate. They develop good relationships with each other and with adults. Their self-esteem is good, which enables them to be motivated and keen to try new activities. Children's behaviour is very good. Clear boundaries are set and consistently applied by staff. They learn to be kind to each other, to co-operate and take turns.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children use language to negotiate with peers and adults. They understand that print carries meaning and can read familiar words. Key items are labelled and children use name cards to self-register, pictures and surnames being added or removed depending on developmental level of the child. Books are handled appropriately and children make good use of the book corner. Children are well supported in pre-writing skills and have opportunities to mark make across the activities provided.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count confidently and use numbers correctly in play situations. They are beginning to recognise and write numerals and use mathematical language in context. Staff are good at introducing basic mathematical learning through play. They learn about size and shape through practical activities such as construction and modelling. Staff use planned and spontaneous opportunities to introduce concepts such as combining groups of numbers, relating this to addition and subtraction.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children build and construct using a range of materials and tools. They talk about past and present events and develop a sense of self. They learn about the natural world, changes which occur and the local community. Visitors to the group support topics. There are daily opportunities to use information technology and this underpins learning in many areas. A programme is in place for children to learn about other cultures. Children do not routinely question how things work or why things happen.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children develop awareness of space and of others around them during physical play such as climbing, balancing and games involving running. Planned PE sessions help children develop related skills such as dressing. They enjoy using a wide range of resources, tools and equipment, which they do safely and with developing control. Although health education is included in the planning, little emphasis is given to recognising change in bodies after activity or why it is important to wash their hands.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children are given lots of good opportunities to explore texture, colour and form in two and three dimensions, through a range of planned activities. However, opportunities are limited for children to develop their imaginations and creativity through free choice of resources. They enjoy role-play in a range of situations such as the 'building site'. Children are learning to communicate their ideas, thoughts and feelings across many activities. They join in eagerly when singing of simple songs.

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

- develop the use of assessment
- using spontaneous opportunities to reinforce children's learning.

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.