



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 221759

DfES Number: 520420

INSPECTION DETAILS

Inspection Date	01/12/2003
Inspector Name	Emma Louise Bright

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Linton Grata Playgroup And Toddlers
Setting Address	Youth Centre Linton Village College, Cambridge Road, Linton Cambridge Cambridgeshire CB1 6JB

REGISTERED PROVIDER DETAILS

Name	The Committee of Linton Grata Playgroup And Toddlers 1029292
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ORGANISATION DETAILS

Name	Linton Grata Playgroup And Toddlers
Address	Youth Centre Linton Village College, Cambridge Road, Linton Cambridge Cambridgeshire CB1 6JB

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

Linton Granta Playgroup and Toddlers has been established since the 1970s. It is a committee run provision. It operates from two rooms in the community building at Linton Village College, in Linton. The playgroup serves the local area.

There are currently 28 children from 2 to 4 years on roll. This includes four funded three-year-olds and three funded four-year-olds. Children can attend for a variety of sessions. The group currently supports a number of children with special needs.

The group opens five days a week during school term times. Sessions are from 09:30 until 12:00.

There are two full time and six part time members of staff working with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. One member of staff is currently working towards a recognised early years qualification. The setting receives support from an early years mentor from the Early Years Development and Childcare Partnership (EYDCP) and they are members of the Pre-School Learning Alliance (PLA).

How good is the Day Care?

Linton Granta Playgroup and Toddlers provides good quality care for children.

The staff work well together and children benefit from being cared for by an experienced and qualified staff team. Staffing ratios are good, which means that that children receive individual care and attention. The staff provide a good range of stimulating and exciting activities and children are busy and active throughout the session, although children cannot always make their own choices from the activities available. All policies and procedures are in place and are clearly implemented by the staff. However, there is a small detail missing from two of the policies.

The staff are active in ensuring children's understanding of safety and health issues and security is good. This means that children can play safely both indoors and

outdoors. Staff provide children with a well-balanced range of snacks and drinks, which help children to understand about healthy eating.

The staff interact well with the children, they talk and listen respectfully to them. This encourages good behaviour; children respond well to consistent expectations and they are happy and secure. The staff are very supportive of children with special needs and this enables them to participate in activities at their own pace.

The group develops good relationships with the parents. Parents receive good information about the setting and the staff share daily information with them about their child.

What has improved since the last inspection?

At the last inspection the group agreed to, record staff attendance, submit an action plan detailing how staff will meet qualifications requirements and conduct a risk assessment. They also agreed to devise a policy for sick children, a medication policy, update the complaints policy and obtain written parental permission to administer medication.

Staff attendance is now recorded in the register and staff have updated their training and qualifications. A risk assessment is regularly conducted and recorded. All the documentation is now in place.

What is being done well?

- Staff have attended a wide range of training courses, which ensures that they are up to date with new developments in early years. Children benefit from being cared for by an experienced, qualified staff team.
- Interaction between the staff and children is good. Staff question, listen and respond appropriately to children, which extends their learning, thinking and vocabulary.
- Safety issues are well-addressed. Staff help the children to learn about the dangers and this means they can play safely, both indoors and outdoors.
- Staff have a good understanding of nutrition. They help children to learn about healthy choices by providing a balanced range of foods at snack time.
- Children with special needs are welcomed and are actively involved within the group. There is good communication between the staff and parents and this means that the children's individual needs are met.

What needs to be improved?

- documentation, to update the policy on lost/uncollected children to ensure it is complete and to include in the child protection policy procedures to be followed in the event of an allegation being made against a member of staff

- children's independence, to ensure that children can self-select from the range of activities on offer.

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
2	Update the policy on lost/uncollected children to ensure it is complete.
5	Ensure that children can self-select from the range of activities on offer.
13	Ensure the child protection policy includes procedures to be followed in the event of an allegation being made against a member of staff.

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

How effective is the nursery education?

The provision for nursery education at Linton Granta Playgroup and Toddlers is good. It enables children to make generally good progress towards the early learning goals.

Teaching is generally good. Staff have a good knowledge of the foundation stage curriculum and of how children learn through practical and meaningful experiences. A good planning and assessment system is currently being put in place, which will show how children are progressing. It will enable the staff to take into account the differing levels of ability for all children and plan accordingly. Staff have good relationships with the children and they know them well; children respond to the positive behaviour management. There is an effective system in place to support children with special educational needs.

Leadership and management is generally good. The manager is newly appointed, holds early years qualifications and is very experienced. She is committed to further improvement of good practice throughout the provision. Regular staff meetings and individual appraisals identify areas for professional development and enable them to develop their practice as a group. Communications between staff are good; they work well together as a team, sharing their knowledge and skills. The staff are well-supported by a parent run management committee

The partnership with parents and carers is generally good. Parents receive good information about the setting, which is being updated to inform parents of the foundation stage curriculum and early learning goals. Staff have identified that parents have limited opportunities to be involved in their child's education and are currently improving their practice to address this.

What is being done well?

- Staff form very good relationships with the children and they manage the children's behaviour consistently. They encourage children to share and take turns and co-operate well with one another.
- Staff provide good support for children with special needs. They work with the parents to devise strategies to help the children feel secure and make progress.
- Children are very confident and independent. They have high levels of self-esteem and can speak in large or small groups with confidence, using a wide range of vocabulary.
- The staff have good relationships with parents and they know them well. Parents are comfortable approaching the staff to discuss their child.

What needs to be improved?
<ul style="list-style-type: none">● children's opportunities to be more independent● staff's use of parents' contributions towards their child's assessments● teaching strategies used to provide opportunities for children to express their ideas freely in art and craft and to write for a purpose.

What has improved since the last inspection?
<p>The group has made generally good progress since the last inspection. Resources have been extended to ensure children have opportunities to compare, sort and match objects and to explore feelings, such as wonder, joy and sorrow.</p> <p>Children have opportunities to explore sound and express themselves through a range of musical instruments and three dimensional artwork is encouraged through the use of collage and junk modelling.</p>

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children form good relationships with the staff and interact well with one another. They express their views confidently and staff respond appropriately so that children feel valued. Children share, take turns and show good levels of concentration; they are highly motivated by some of the activities on offer. Opportunities to develop their independence are limited, due to the arrangement of the premises, the level of adult direction in some activities and in selecting their own activities.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children's spoken language is developing well; they are confident communicators and can express themselves clearly. Children show a great interest in books and understand that print carries meaning. They read together and alone, and can use books correctly. Children are beginning to give meaning to marks on paper and some four-year-olds are able to write their own name. However, they are not always encouraged to write for a purpose, for example, writing their names or captions on their artwork.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children show a good understanding of numbers, use number names and can count confidently to 10. They enjoy using resources to group, match and re-create simple patterns and they use mathematical language to describe shape, size and design. Children are developing a knowledge of weight and capacity through exploring playdough and sand. However, there are less opportunities for children to practice addition and subtraction, and use the language involved.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children have good opportunities to practice their computer skills and enjoy using the range of programmes on offer. They show a sense of time and place pointing to photographs, identifying themselves and others. Planned topics enable children to learn about their immediate environment and of people who help them. They find out about the natural world in their daily routine, such as discussing similarities and changes in the weather at circle time.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move confidently during outdoor play, showing an awareness of space and demonstrating good co-ordination to pedal and steer tricycles to avoid collision with others. They show good fine motor skills and can handle a range of utensils, such as scissors, with skill. Children are developing a good awareness of healthy practices such as washing their hands after using the toilet and after messy activities.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
<p>Children learn about shape, colour and texture through a variety of practical activities, such as exploring natural objects, playdough, sand and art. Children have good opportunities to explore rhythm and sound using musical instruments and express their imagination in role-play and small world play. Children do not always have opportunities to express their ideas freely in art and craft due to adult intervention and direction in some activities.</p>	

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 the system of planning and assessment, using parents' comments about their child's achievements and what they know about their child's progress at home.

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.