



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 101782

DfES Number: 545618

INSPECTION DETAILS

Inspection Date	07/02/2005
Inspector Name	Shirley Ann Jackson

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Eastington Playgroup
Setting Address	OHMG Building Snakey Lane Eastington, Nr Stonehouse Gloucestershire GL10 3AQ

REGISTERED PROVIDER DETAILS

Name	The Committee of Eastington Playgroup 1084981
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ORGANISATION DETAILS

Name	Eastington Playgroup
Address	OHMG Building Snakey Lane, Eastington, Nr Stonehouse Glos. GL10 3AQ

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

Eastington Playgroup opened in the 1970's. It is based in the Owen Harris Memorial Ground building in the village of Eastington. The group serves the village and surrounding rural areas. It is run by a management committee of parents.

There are currently 48 children from two to four years on roll. This includes 21 funded three-year-olds and 9 funded four-year-olds. The setting can support children with special needs and those who speak English as an additional language.

The group opens five days a week during term times only. Sessions are Monday to Thursday from 09.15 until 14.45, with some flexibility and Friday from 09.15 until 11.45.

Four staff work with the children. Two of these are currently upgrading their qualifications. Another is working towards a recognised early years qualification. The group is a member of Gloucestershire's Parent and Toddler Association (PATA). The group receives support from a Foundation Stage consultant from the Local Education Authority (LEA).

How good is the Day Care?

Eastington Playgroup offers good quality care to children.

The staff work well together as a team. However, on occasion the organisation, particularly at story and snack times, is limited. Staff group all children together at snack time and this involves long periods of waiting for some children. Children are cared for in premises which are clean, bright, and reasonably well maintained. Displays on the walls show and value children's work. A range of good quality and well maintained toys and resources are available for the children to play with. Many of these are easily accessible to the children. Records are in place and are well maintained, but lack some necessary detail.

Staff are vigilant about children's safety at all times, indoor and outdoors. Children

are aware of and implement good hygiene procedures throughout the session. Clear procedures are in place for dealing with and recording accidents. Drinking water is freely available to children at every session. Staff are aware of each child's individual needs and offer the appropriate care. Staff's child protection training is out of date.

Children are offered an interesting range of activities. Staff have good relationships with children. Children are settled, secure and comfortable in their company. Adult interaction with children is good. They listen to and value what the children say and respond accordingly. Staff are positive role models for children. They have a calm, re-assuring manner and children follow this lead. Staff use praise and encouragement to raise self-esteem and promote positive behaviour.

Partnership with parents is strong. Parents are given good quality information about the setting and this continues through frequent newsletters and a regularly updated notice board. Daily informal exchanges of information take place between parents and staff. Parents are happy with the care given to their child.

What has improved since the last inspection?

At the last inspection the group were asked to:

develop a policy for the administration of medication. The group have a policy on place, which is shared with parents, regarding the administration of medicine.

develop an action plan that sets out how staff qualifications requirements will be met. A training programme to upgrade staff qualifications is in place. Two staff are upgrading their qualification to a recognised level to lead the group. A third member is also on training to complete a recognised early years qualification.

What is being done well?

- Staff are vigilant about children's safety at all times. Clear procedures are in place for the safe collection of children. Premises are kept secure when children are present.
- Premises are clean, bright and welcoming to children and parents. Displays on the walls show and value the children's individual work. Areas of play are clearly defined for the children.
- Staff are aware of children's individual needs and offer the appropriate care.

What needs to be improved?

- the organisation of staff to ensure the smooth running of the group, particularly at story and snack times
- the arrangements for recording hours of attendance of children and staff
- the arrangements for staff to update child protection training

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There are no complaints to report.

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	Improve the organisation particularly at story and snack times
2	Ensure the hours of attendance of children and staff are accurately recorded

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

How effective is the nursery education?

Eastington Playgroup offers good quality provision which helps children to make generally good progress towards the early learning goals. In the areas of personal, social and emotional and creative development, children are making very good progress.

Teaching is generally good. Staff have a sound knowledge of the Foundation Stage. An interesting range of activities are offered to the children. Staff use effective questioning to encourage children to think for themselves. However, older/more able children are not always sufficiently challenged. Relationships with children are good. Staff interact well with the children, but also know when to let the children take the lead in activities. Staff provide positive role models and have reasonable and realistic expectations of children's behaviour. Staff promote self-esteem and confidence through praise and encouragement. Staff have limited evidence to back up their judgements of children's educational progress.

Leadership and management is generally good. Staff and the committee are clear about their roles and responsibilities. Good links are in place between the staff and committee to ensure the smooth running of the group. The supportive committee encourage the staff to develop professionally. However, areas for improvement, are on an informal basis. Staff, committee and parents are committed to improving the quality of the care and education which the playgroup provide.

Partnership with parents is generally good. Parents are given good quality information about the Foundation Stage. They are able to become involved in their child's learning by helping on rota duty and sharing library books at home with their children. There are few opportunities for parents to be involved in their child's assessment.

What is being done well?

- Children develop good relationships with staff and other children. Staff have good interaction with the children, but also know when to let children take the lead in activities. For example, a member of staff showing children how to order from the "Chinese takeaway" and then letting them do it for themselves.
- Children explore and learn how sounds can be changed using the musical instruments, for example, the children playing the instruments loudly and quietly.
- Staff offer a range of interesting activities for the children to take part in. These are well introduced by staff, who then lead with enthusiasm, which encourages the children to take part.

What needs to be improved?
<ul style="list-style-type: none">● the plans to include challenges for the older/more able children● the assessments to include evidence to back judgements made about children's progress● the opportunities for parents to share their knowledge of their children and to become involved in the assessment system

What has improved since the last inspection?
Not applicable. This is the group's first education inspection.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children have a strong exploratory impulse and a positive approach to new experiences. They show increasing independence in selecting and carrying out activities. Children have a sense of belonging, for example, photos of children displayed. They feel safe and secure and demonstrate a sense of trust, such as sitting on the lap of staff members. Children relate to and make attachments to members of their group. They demonstrate a sense of pride in their own achievements

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children listen to others in small groups when conversation interests them. Some children talk activities through, reflecting on and modifying what they are doing. Children listen to stories. They handle books carefully, holding them the correct way up and turn the pages. Children draw and paint. They use one-handed tools and equipment. More able children are not always encouraged to develop their writing skills or to enjoy longer stories and suggest how the story might end.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children show an interest in numbers and counting. They use number language spontaneously, for example, the four-year-old said "I've got three calfs now". Children willingly attempt to count with some numbers in the correct order, such as counting the number of trains in the queue. They begin to represent numbers with fingers. Children use size language. They show an interest in shape. More able children not always sufficiently challenged, particularly with solving simple practical problems.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children show an interest in how things work, such as the stapler. They have opportunities to notice and comment on change. Children join construction pieces together to build and balance. They know how to operate simple equipment, for example, the computer. Children show an interest in the lives of people familiar to them. They have opportunities to show an interest in the world in which they live. Children have few chances to share news, talk about their family and family events.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children move freely with pleasure and confidence. They have opportunities to move in a range of ways such as running, walking and jumping. Children show respect for other children's personal space when playing among them. They have an awareness of own needs with regard to hygiene. Children demonstrate increasing skill and control in the use of mark-making implements and small world activities. They have few chances to observe the effects of activity on their bodies.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children begin to differentiate colours. They have opportunities to describe the texture of things. Children explore and learn how sounds of musical instruments can be changed. They sing a few simple, familiar songs. Children use available resources to create props to support role play. They engage in imaginative play based on their own first-hand experiences, for example, ordering from the "takeaway". Children have chances to show an interest in what they see, hear, smell and feel.

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 plans to include challenges for the older/more able children
- develop assessments to include evidence to back judgements made about children's progress

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.