



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 115276

DfES Number: 524295

INSPECTION DETAILS

Inspection Date 31/03/2004
Inspector Name Carol Cox

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Locking Pre-School Playgroup
Setting Address Locking Village Hall
Grenville Avenue, Locking
Weston-super-Mare
BS24 8AR

REGISTERED PROVIDER DETAILS

Name The Committee of Locking Pre-School Playgroup

ORGANISATION DETAILS

Name Locking Pre-School Playgroup
Address Village Hall
Grenville Avenue
Locking, Weston-Super-Mare
North Somerset
BS24 8AR

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

Locking Pre-School playgroup operates from the village hall in the village of Locking near to Weston Super Mare and serves the local and surrounding area.

There are currently 41 children from three to five years on roll. This includes 25 funded three year olds and 15 funded four year olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs.

The group opens four days a week during school term time. Sessions are from 09.15 to 12.15 and on Tuesday and Friday afternoons from 13.15 to 15.45.

Five part-time and full time staff work with the children. All the staff have early years qualifications to NVQ level 2 or 3. The setting receives support from a teacher from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Locking Pre-school Playgroup offers good care for children aged between three and five years. The staff are well qualified and committed to on going professional development. They plan a varied and exciting programme of activities to promote learning through play, this is supported by a wide range of well maintained resources. Staff plan opportunities for children to experience different tastes and gain a knowledge of other peoples lives.

The hall is large and staff organise the space well. There is an outside area and staff acknowledge the need to plan more effectively to use it. Children are encouraged to select their own activities and are learning important life skills. The special education needs co-ordinator is well qualified and works closely with parents and others to identify and meet the needs of individual children.

Children are busy and happy and have positive relationships with each other and adults. There are policies in place to ensure children are safe and they are encouraged to learn good hygiene practices. Staff have a consistent approach to

behaviour management and children generally behave well. Staff are due to attend an update course on child protection.

The management committee support the group with fundraising and parents are involved. Parents are also encouraged to join the parents rota to help at sessions. They are kept well informed about their children's progress and newsletters and notice boards give clear information about activities at the playgroup.

Records and documentation are stored securely but staff need to ensure that policies and documents are updated in line with current guidance and that care is taken to maintain confidentiality when sharing records with parents.

What has improved since the last inspection?

At the last inspection staff were asked to ensure that the first aid box contents met current guidelines. Responsibility for the first aid box has been given to a named member of staff who regularly checks the contents and has a system for recording when items have been used and need replacing.

What is being done well?

- Staff are well qualified and committed to on going professional development.
- Staff plan and provide a wide range of activities to help children learn and develop in all areas,
- there is a good range of well maintained toys, resources and equipment to support all children.
- Staff have a good awareness of how to keep children safe and healthy both inside and out of the playgroup.
- Healthy and nutritious snacks are offered to children with opportunities to try new tastes.
- There is a clear and consistent approach to managing behaviour and children generally behave very well.
- Parents are given regular information about the playgroup and there are many opportunities for parents to become involved, there is regular feedback given about children's progress.

What needs to be improved?

- confidentiality when sharing records with parents
- some policies need to be updated in line with current guidelines
- staff knowledge of current local child protection procedures

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 policies in line with current practice and guidance
14	Ensure confidentiality is maintained when sharing records with parents

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

How effective is the nursery education?

Children are making generally good progress towards the early learning goals in all areas of learning and very good progress in mathematical development and knowledge and understanding of the world. Teaching is generally good and staff plan carefully to provide a wide range of learning opportunities linked to the areas of learning. All staff participate in planning and key workers plan for their individual children informally. Staff observe and assess children's progress but assessment records are not clearly linked to stepping stones towards the early learning goals and not used to identify specific learning intentions for individual children.

Activities are both adult led and child initiated and staff support children well, however, opportunities are sometimes missed to integrate reading and writing skills in everyday activities. There is a wide range of resources for children to freely access and use. Staff have good relationships with children and work with them to develop self confidence and good self esteem, children's work is valued and displayed where possible.

Children with special educational needs are supported very well by the special education needs coordinator and staff work closely with other professionals and parents. Leadership and management is good with the staff supported by a committee which fund raises for the group. Staff are well qualified and encouraged to attend training courses. Staff have regular meetings and plan to commence a quality assurance scheme soon.

Parents are given regular informal feedback about their children's progress and parents evenings are held twice a year. Parents are pleased with their children's learning but are not given clear information about the foundation stage.

What is being done well?

- Provision for children with special educational needs is very good, the special needs co-ordinator works closely with a local opportunity group and other professionals to provide support
- Staff plan a wide range of interesting activities for children to promote learning across all areas of learning
- Children have free access to resources and activities and are encouraged to make choices about their learning
- Staff use space effectively and work closely with children who enjoy good relationships with adults and behave very well
- Children are making good progress in all areas of learning

What needs to be improved?

- integration of reading and writing skills in to everyday activities
- planning needs to develop to include support and extension activities for less and more able children
- assessments of children's progress need to be clearly linked to areas of learning and stepping stones and based on regular observations of children
- information given to parents about the foundation stage

What has improved since the last inspection?

In the last inspection staff were asked to further develop planning of learning and assessment of children's progress. These issues have both been addressed and planning has become much clearer, however there still needs to be supported and extension activities detailed in activity plans. Staff have developed assessment records and are continuing to move towards using the North Somerset partnership Foundation Stage assessment documents which will help identify specific learning goals for individual children. The playgroup was also asked to provide children with challenging opportunities for project work and to include ways for them to record findings. The staff plan for topic and theme work which offers chances for children to observe and record findings, one example was the recent observations of the development of frog spawn into tadpoles, the children have been following these developments and were able to accurately describe the process of change from spawn to frog.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are confident and have good self esteem. They are enthusiastic learners and enjoy trying new tastes and experiences. They relate well to each other and to adults. Staff help promote an understanding of turn taking and rules through games which children enjoy. They enjoy talking about their lives and experiences and are beginning to learn that people are different and have different needs. In general they behave well but sometimes get bored when waiting at snack time.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

The children are developing good communication skills using both speech and signs. They enjoy talking their experiences and staff help them extend their vocabulary through games and role play activities. Most children are able to recognise their own names and some are able to accurately write their names and other simple words. All children enjoy story time and use the book corner by choice. More children would be helped by integrating reading and writing skills into everyday activities.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Most children are able to count accurately from zero to nine and to recognise numbers. Some children can count higher and more able children are beginning to do simple addition and subtraction. Children are encouraged and supported to use mathematical thinking to solve practical problems. They are able to name shapes, colours and recreate patterns and staff help extend children's learning by using mathematical language and ideas in everyday activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are developing a good understanding of their own world. They enjoy exploring objects and can explain simple processes. They can describe features of their local environment and more able children are able to talk accurately about past, present and future events. Staff plan themes and topics to help children understand and value other peoples lives and cultures.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are developing good skills with large and small equipment and tools. They are aware of others and able to move confidently in limited spaces. They are encouraged to learn about their own health and body needs and understand and explain why hygiene is important. The outside area is not easy to access but staff plan for physical activities every day and are planning to extend the use of the outside area.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children enjoy role play, stories, singing and imaginative play. They make up their own stories based on their own experiences. They recreate events using small world toys and enjoy dressing up. Staff provide many opportunities for children to explore their senses and help them develop language to describe sensations. Sometimes opportunities for free access to a wide range of materials and resources are limited but staff plan to ensure all children have chances to explore and experiment.

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 and assessment systems to include specific learning intentions for individual children based on regular observations and assessments linked to the stepping stones of the Foundation Stage curriculum
- integrate reading and writing skills into everyday activities
- provide parents with clear information about the Foundation Stage curriculum

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.