



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 253538

DfES Number: 514039

INSPECTION DETAILS

Inspection Date	27/03/2004
Inspector Name	Susan Hoult

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Bardney Playgroup
Setting Address	Bardney Playgroup - School Grounds Henry Lane Bardney Lincs LN3 5TL

REGISTERED PROVIDER DETAILS

Name	Bardney Playgroup Committee
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ORGANISATION DETAILS

Name	Bardney Playgroup Committee
Address	U/A U/A

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

Bardney Playgroup opened in 1992. It operates from a converted porta-cabin in the grounds of Bardney primary school. There is a playroom with an adjacent enclosed outdoor play area. A kitchen and toilet facilities lead off the entrance hall. The playgroup serves the local area.

There are currently 29 children from two to four years on roll. This includes 17 funded 3-year-olds and six funded 4-year-olds. Children attend for a variety of sessions.

The setting currently supports no children with special needs and none who speak English as an additional language.

The group opens for nine sessions a week during school term times. Sessions are from 09.00 to 11.30 Monday to Friday and from 12.30 to 15.00 Monday to Thursday.

Three full time staff normally work with the children. One member of staff has an early years qualification to NVQ level 3. One member of staff has a qualification to NVQ level 2 and is working towards level 3. One member of staff is currently working towards NVQ level 1. The playgroup receives support from a teacher/mentor from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Bardney Playgroup provides a good quality standard of care for children.

Children are looked after in a stimulating, friendly, caring environment where the play space is used effectively. Staff complete risk assessments, taking positive steps to promote safety both inside and outside the setting. Good hygiene is encouraged and reinforced through daily routines. Children are able to help themselves to drinks throughout the session. A variety of snacks are offered in addition to daily fruit, however, these are not served appropriately.

The staff attend training regularly extending their knowledge and understanding of

the care and education of young children. In addition all staff have attended child protection training. Staff are enthusiastic, work well together and are consistent in their approach to the routines of the setting. They are effectively deployed to maximise support and supervision of children, they know them well and value them as individuals. Children are easily able to access good quality toys, books and equipment from low level shelving and are involved in a broad range of activities which promote their learning in all areas. Children are happy, involved, and enjoy their play. Behaviour is good.

Partnership with parents is very good. Parents access information daily about what activities have been offered and are encouraged to support their children's learning at home. The majority of the required paperwork including records are organised and clearly reflects practice.

What has improved since the last inspection?

At the last inspection it was agreed that any changes to the committee would be notified to Ofsted. This is now done ensuring that the regulator is kept up to date with persons forming the registered body of the playgroup.

What is being done well?

- The premises are bright and stimulating. Children's work is attractively displayed which helps them feel valued. The inside and outdoor play areas are organised creatively and effectively to provide an environment where children can enjoy active play, relaxation and make independent choice of toys and activities.
- Staff manage behaviour very well using positive strategies. They take into account children's level of understanding and are consistent in their approach, using clear explanation to ensure that children are aware of what is expected of them. Staff encourage children to negotiate, if they have a difference of opinion, intervening only if necessary. This helps children develop their sense of personal responsibility.
- The staff work positively in partnership with parents and recognise the importance of maintaining confidentiality. Parents are very happy with the care their children receive and appreciate the regular verbal and written information they receive about their children's progress to which they are able to contribute. This has a beneficial impact on the care and well being of the children.

What needs to be improved?

- medication records so that one record clearly shows parent's written prior consent as well as the signatures of staff and parents when medication has been given
- the serving of snacks by providing plates for children to eat from.

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
7	Review record keeping for administering medication to children so that one record clearly shows parent's written consent prior to administration of medication as well as the signatures of staff and parents when medication has been given.
8	Provide plates at snack time for children to eat from.

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

How effective is the nursery education?

Bardney Playgroup provides a friendly, stimulating, caring environment where children make generally good progress towards the early learning goals. The committee and staff have changed since the last inspection and new planning and assessment systems have been recently introduced.

The quality of teaching is generally good. Staff are enthusiastic, know the children well and have high, but realistic, expectations of children's behaviour. Good questioning techniques are used, children's ideas are valued, their efforts praised and their work is attractively displayed. This has a positive impact on children's learning. Although the new planning and assessment systems provide a suitable framework to help children make progress, evaluations and assessments are not used to inform planning to build on what children already know and can do. Staff are aware of the importance of extending and increasing the challenge of activities for more able children however this is rarely included in planning and therefore some opportunities to do this are missed.

The leadership and management of the playgroup is generally good. Effective leadership of the supervisor ensures that good early years practice is shared. Staff are good role models, creating an atmosphere where children are motivated to learn. Staff access relevant training identified through appraisal and there is a written development plan. The staff and the committee have a good commitment to developing and improving standards. Evaluation and monitoring systems are not yet fully developed to identify gaps in planning.

The partnership with parents is very good. Parents receive good verbal and written information about the playgroup. Curriculum planning is displayed and open evenings are arranged so that parents are able to view their child's work and discuss their progress in more depth. In addition parents receive a home-link book weekly detailing their child's achievements, and are encouraged to add to it.

What is being done well?

- Staff give high priority to children's personal, social and emotional development creating an environment where children can have fun whilst learning and are able to express their needs and ideas confidently.
- Children benefit from the range of activities offered, both inside and outside, that support their physical development. Staff ensure that they give children time to practice and improve their skills suggesting different ways of moving and using equipment.
- Staff support and encourage children's creative development helping them to make connections between one area of learning and another so extending their understanding. Recognition of children's creativity develops their

confidence and independence in making choices and learning new skills.

- Staff have a clear understanding of the importance of partnership with parents and this has a positive impact on children's development and learning.

What needs to be improved?

- the recording of evaluations and assessments of children's learning through observation: in order to improve the effectiveness of planning next steps in children's learning and support progression by building on what children already know;
- planning: to ensure it identifies how activities can be sufficiently and consistently differentiated to ensure that children of all abilities are able to gain the most from the activity and the learning materials.

What has improved since the last inspection?

Overall very good progress has been made in implementing the points for development from the last nursery education inspection in May 2000. Display opportunities have been used to provide a bright, stimulating environment for children, increasing their self-esteem and confidence. Positive images and resources reflecting a variety of cultures are now used effectively to support children's developing awareness of the world around them. More formal planned opportunities for children to develop emergent written communication skills in art and role play are offered, however this has not yet been fully developed. The use of the outdoor play area has been expanded to give children a broad range of learning opportunities. A home-link book has been introduced which provide formal opportunities for parents to contribute to assessment.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are enthusiastic, interested in activities and motivated to learn. They are learning to share, take turns and work well both independently and as part of a group. Children are polite and behave well. They are gaining confidence with many speaking and making suggestions in a large group. Children are gaining an understanding of their own and other's differing needs, feelings, views, cultures and beliefs through resources, activities and discussion with adults and other children.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children use talk to negotiate, organise play and explore real and imagined experiences. They listen attentively to staff, enjoy stories and are able to anticipate and describe. Older children link sounds and letters and recognise their names and other familiar words that are used in labelling. They attempt writing for a variety of purposes during play. However, there are limited opportunities for more able children to extend their writing skills by writing simple words and captions on art work.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children learn how to use correct mathematical language in a variety of situations and can count in sequence to 10. More able children are developing their awareness of larger numbers and can recognise and write some numerals. They show that they understand size, shape, position and sequencing through practical activities and are learning to problem solve. However, there is a lack of challenge for more able children to develop their skills in some activities and through daily routines.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children enjoy experimenting and investigating using a range of senses. They like designing and constructing however, there are limited opportunities for children to extend their skills by being able to independently select both natural and manmade materials. Children take part in activities that increase their awareness of the world around them and discuss past and recent events in their own lives. They are developing a good understanding of the uses of communication and information technology.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children are developing their large and small muscle skills through effective use of equipment and apparatus indoors and outdoors. They practice a range of skills, including balancing and climbing, and use apparatus with confidence and co-ordination. They experiment with different ways of moving about and show respect for other children's personal space. Children are developing an understanding that good practices with regard to eating, hygiene and exercise can lead to good health.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children express themselves very well through a variety of imaginative and role play activities which are both child and adult initiated. They feel secure within the setting to try new experiences and ways of doing things. Children explore colour, texture and shape and are able to use resources to express their ideas and communicate their feelings. Children enjoy playing musical instruments and are able to express themselves creatively through a variety of musical activities and dance.

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

- further develop the approaches to the recording of evaluations and assessments of children's learning through observation in order to improve the effectiveness of planning next steps in children's learning and support progression by building on what children already know;
- ensure that planning identifies how activities can be sufficiently and consistently differentiated to ensure that children of all abilities are able to gain the most from the activity and the learning materials.

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.