



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 101719

DfES Number: 518472

INSPECTION DETAILS

Inspection Date	26/11/2003
Inspector Name	Pamela Edna Friling

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Rodborough Playgroup
Setting Address	Rodborough Tabernacle Tabernacle Walk, Rodborough, Stroud Glos GL5 3UJ

REGISTERED PROVIDER DETAILS

Name	Rodborough Playgroup 101719 1001432
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ORGANISATION DETAILS

Name	Rodborough Playgroup
Address	Rodborough Tabernacle Tabernacle Walk, Rodborough, Stroud Glos GL5 3UJ

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

Rodborough Playgroup is situated in Rodborough, near Rodborough Common on the outskirts of Stroud. It is used by the local community and draws children from the surrounding area. The playgroup operates under the guidance of a committee managed by parents.

The playgroup is open daily in term time between 09.15 and 12.00. Wednesdays are reserved for pre-school children. The playgroup is in receipt of funding for children aged three and four years old and at present has 21 children on roll. Sixteen are three-year-olds with funded places. They receive teacher support from the Early Years Development and Childcare Partnership. The playgroup has no children attending for whom English is an additional language and there are three children who have special educational needs.

The playgroup operate from Rodborough Tabernacle which they share with other village organisations. Facilities include an activity room, a room for physical play, a kitchen, toilets and an enclosed outside play area.

The group employs four members of staff, all of whom hold relevant childcare qualifications including the National Vocational Qualification at level three and Certificate in Childcare and Education at level two. All staff have attended training in first aid and child protection.

How good is the Day Care?

Rodborough Playgroup offers satisfactory care for the children who attend.

The playgroup offers a bright, welcoming environment where the parents and children feel welcome. The group has a clear and well-implemented operational plan that details all aspects of playgroup life and contains, among others, good policies relating to equal opportunities and protection of children from uncleared persons. The child protection policy does not specify action that would be taken if an allegation were made about a staff member or volunteer and the health policy does

not highlight the need to inform Ofsted of serious accidents occurring at playgroup. The group were not aware that it is a requirement to inform Ofsted of any communicable diseases at playgroup.

Risk assessments are conducted to ensure the premises are safe and secure. The premises were found to be safe and secure with the exception of the fire exit, which would not open during this inspection.

The staff team provide a range of well-planned activities to encourage all round development. They are deployed effectively to support, supervise and question the children as they play. Observation and assessment are used effectively to ensure all children build on what they know.

Children behave well and are involved in deciding which behaviour is acceptable. They form good relationships with the staff who offer praise and encouragement at every opportunity. Staff demonstrate a good understanding of children's individual special needs and support them well as they join in all activities. The playleader does not meet the requirement for managers to have a level three qualification.

Parents are kept well informed about the group and what it provides through the policy document, newsletters, notice board, access to activity plans and daily opportunities to talk to staff. They are not all equally well informed about their child's activities.

What has improved since the last inspection?

At the last inspection the group were asked to develop and implement an action plan detailing how the playleader would achieve a level three qualification. An action plan was drawn up but has not yet been implemented due to staff changes at the playgroup. The group demonstrate a willingness to comply with the requirement for all leaders to hold a level three qualification to ensure the staff continue to be knowledgeable about the children's development while in their care.

What is being done well?

- The playgroup has a clear and detailed operational plan that is regularly reviewed and shared with parents. This document includes, among others, good policies and procedures relating to equal opportunities and protection of children from uncleared persons.
- Children are encouraged, through a wide range of well-planned activities, appropriate grouping and effective questioning by staff, to think, discuss and problem solve. Children are observed and assessed as they play. These records are used to ensure all children build on what they already know. Staff and rota parents are deployed well to support and supervise the children as they play.
- Staff have a clear understanding of special needs issues. They know the children well and are proactive in ensuring that all children are valued and included in all activities at their own level. Staffing levels, activities and

resources are adapted to meet individual children's needs.

- Children behave well. Staff employ good, age-appropriate strategies to promote good behaviour with lots of praise and encouragement for all children. Children are involved in deciding which behaviour is appropriate.

What needs to be improved?

- qualification level of the playleader to meet the requirement for all managers to hold a level three qualification
- procedures for informing Ofsted of any communicable diseases at the group
- fire safety to ensure all fire exits are easily opened from inside
- policy statements for child protection and health to ensure they include procedures to be followed in the event of an allegation of abuse being made against a staff member or volunteer and the need to inform Ofsted of any serious accidents occurring at the playgroup.

Outcome of the inspection

Satisfactory

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 must take the following actions by the date shown

Std	Action	Date
1	Develop and implement an action plan that sets out how supervisors will achieve a level 3 qualification.	01/05/2004
7	Notify Ofsted of communicable diseases at the group.	01/12/2003

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
6	Ensure all fire exits are easily opened from inside.

13	Extend policy statements to include procedures to be followed in the event of an allegation of abuse being made against a staff member or volunteer, and the need to inform Ofsted of any serious accidents occurring at the playgroup.
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INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Children attending Rodborough Playgroup are making very good progress towards the early learning goals in all six areas of learning.

Teaching is very good and staff support the children very well as they play and learn. Staff demonstrate a clear understanding of the early learning goals and individual children's level of attainment on the stepping stones. They use observation and assessment effectively to inform their planning and to help children build on what they already know. Staff use questioning very well to extend children's thinking, problem solving and language skills. Topics are well planned and resourced and encompass all six areas of learning.

Children are motivated, enthusiastic and confident. They show well-developed independent skills as they choose activities and assist other children during play and with putting on aprons. They are encouraged to be freely creative. Staff allow time and space for children to develop their own ideas in role play, craft and art activities. Children have many opportunities and appropriate resources to practise emerging writing and mathematical skills as they play. Children have limited access to information and communication technology equipment to support their learning.

Leadership and management of the setting is very good. Staff and committee members have well-defined roles and responsibilities and co-operate closely to ensure the smooth running of the group. Staff attend relevant training as it becomes available and cascade knowledge back to the team.

Partnership with parents is generally good. Parents are provided with clear, information about the Foundation Stage of learning. However, there are less systematic procedures for informing parents of their child's progress. Parents share information with the playgroup before their child begins and through ongoing verbal opportunities. The role of rota parents is clearly defined. They take an active part in observing the children as they play.

What is being done well?

- The playgroup is well organised and has a strong staff team who teach the children well. Staff make excellent use of spontaneous opportunities and well-planned activities to extend children's learning. They show clear understanding of the stepping stones and individual children's level of attainment. Assessment and observation are used effectively to inform planning.
- Children are independent in their self care and offer support to each other when putting on aprons and taking part in activities. Children choose their own activity from those on offer and show staying power for their chosen task. Children form good relationships with staff and each other and behave

well.

- Children make marks and show emergent writing as they play. Staff encourage writing through provision of resources and opportunities to practise these skills. Children converse confidently and use language to organise their play such as the role-play journey. Staff question effectively to encourage the children to think and problem solve.
- Children count confidently. Staff use spontaneous and planned opportunities to extend and practise children's counting, calculating and comparing skills. Children explore mathematics as they play such as producing numbered tickets for the role-play journey.
- Children move competently as they take part in both planned and free movement. They use large and small tools and equipment with increasing skill. Staff support children well as they learn new skills such as folding the play mat in co-operation with other children. Children show good awareness of their health and safety. They negotiate stairs carefully.
- Children have time and space to be freely creative in art, craft and role play. They are encouraged by staff to develop their own ideas. They recreate their own ideas with wood, glitter, glue and collage materials. Children sing songs enthusiastically matching movements to music and following tempo and volume.

What needs to be improved?

- access to information and communication technology equipment to support children's learning
- feedback for parents to ensure they are all equally well informed regarding their child's progress.

What has improved since the last inspection?

The playgroup has made very good progress since the last inspection when they were asked to provide more opportunities, through effective staff deployment, for children to be able to talk about their experiences and engage in valuable conversation with adults.

Children now have many opportunities to discuss and converse with adults as they take part in planned activities, free play, registration and circle time activities. Staff use effective questioning to extend conversation.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are motivated, enthusiastic and well behaved. They form good relationships with adults and children when playing and working together. Children assist each other with their play without direction from staff. Children demonstrate well developed, self-help skills as they take care of their own clothes and assist with tidying and cleaning after activities. They are able to sit quietly and patiently during story and registration and respond well to instructions about daily activities.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Staff provide many opportunities for children to communicate and express themselves. Children speak clearly and confidently and are encouraged through careful open-ended questioning to think and problem solve. Children show enjoyment of writing and have opportunities to practise emerging writing skills during Christmas card making and role-play scenarios such as Santa's Workshop when they make Christmas lists. Children listen intently to activity instructions and show enjoyment of stories.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Staff utilise spontaneous opportunities very well for the children to count and calculate items through play activities, snack time and registration. Children recognise shapes, position, size and quantity with confidence. They have many opportunities to explore mathematics as they play, such as allocating and making numbered tickets for the animals on the role-play journey. Children's understanding is enhanced through careful staff questioning during group and individual activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children enjoy using their senses to explore and investigate. The local Common, and one tree in particular, is used well to support observation skills linked to changing seasons and passage of time. They design and make kites to fly when they visit the Common. Children show understanding of place as they use maps and a globe to locate Bethlehem as part of the Christmas topic and discuss means of transport to get there. Children have limited access to technology to support their learning.

PHYSICAL DEVELOPMENT	
Judgement:	Very Good
Children move carefully and competently around the setting, negotiating the stairs with care. Planned daily access to a range of large and small equipment supports physical development and encourages children's understanding of their bodies as they identify when they are hot and tired. Children's control of tools and small equipment is good with some children cutting confidently with scissors. Staff support children well in their acquisition of new skills such as folding the farm play mat.	

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children use their imagination well. They join in enthusiastically and creatively with Christmas art-and-craft activities. Staff support learning with excellent questioning and resources to extend ideas during child initiated role play, such as 'The Journey'. Children use their creativity well when converting the home corner into Santa's Workshop with decorations provided by staff. Children sing simple songs and rhymes from memory and are able to match appropriate actions to the words.	

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to the following:
- extend access to information and communication technology equipment to support children's learning;
- develop systematic feedback for parents to ensure they are all equally well informed regarding their child'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.