



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 253557

DfES Number: 546426

INSPECTION DETAILS

Inspection Date 23/02/2004
Inspector Name Jill Scargall

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Waddingham Under 5's Playgroup
Setting Address The Jubilee Hall
The Green, Waddingham
Gainsborough
Lincolnshire
DN21 4SX

REGISTERED PROVIDER DETAILS

Name The Committee of Waddingham Under 5's Playgroup
Committee

ORGANISATION DETAILS

Name Waddingham Under 5's 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

Waddingham Under 5s Playgroup has been open since 1992 in the local village hall. It has use of both a room and the main hall as well as access to a kitchen and toilets. There is no outdoor play area available. The group serves the local surrounding villages.

The group is registered to provide 24 places for children aged between two and five years, however there are usually less children than that and currently there are seven. These include one three-year-old and one four-year-olds who are funded. There group will accommodate children who have special needs, they do not currently have any children whose first language is not English.

The playgroup is open on Mondays, Tuesdays, Wednesdays and Thursdays during school term times. Sessions last from 9.30 am to 12 noon.

Two staff work regularly with the children and are supported occasionally by parents. One is appropriately qualified. The reception class assistant attends one session each week to work with the funded children. The group have had some advice from the Early Years and Childcare Partnership Special Needs adviser.

How good is the Day Care?

Waddingham Under 5's Playgroup provides unsatisfactory care for children overall but there are some areas of care which are satisfactory. Staff have friendly and pleasant relationships with the children who are well behaved and respond to adult praise. There is a high ratio of staff to children. However, the group do not have an operational plan and there are many inconsistencies and omissions in policy and procedure documents. The group have a variety of equipment for children's use but there are few items of large play equipment and toys are not always used effectively to support children's learning.

The group meet in rented rooms in the village hall which is not very clean or well maintained. It is used by several other groups at the same time as the pre-school

and this together with other safety issues means risk assessments are to be carried out as a matter of urgency to ensure children's safety. Children are given snacks and drinks and hygiene routines are promoted during the session although children's personal independence needs further development. Although staff are keen to promote the best interests of the children they lack training and expertise in some of the National Standards, in the areas of Equal Opportunities, Special Needs and Child Protection, and in planning suitable activities for children to embrace the Foundation Stage curriculum, and this impacts on children's emotional, social and physical development.

Staff have good relationships with parents and parents are welcomed into the setting at any time, however parents do not receive any written information about the group and there are only informal procedures for reporting children's progress to parents.

What has improved since the last inspection?

Not applicable

What is being done well?

- Children sit with adults at snack time for a pleasant social occasion.
- Children's behaviour is managed effectively with praise, encouragement and reassurance is given to children.

What needs to be improved?

- An action plan is to be produced to show how staff will improve knowledge of the National Standards and the Foundation Stage of Education.
- Procedures for collection of children and lost children.
- Staff records to be maintained.
- Development of an Operational plan to include policies relevant to the setting, and particularly, Health and Safety, Equal Opportunities, Child Protection, Special Needs and children's outings and induction of new staff and these policies to be made available to parents.
- Risk assessments are to be carried out.
- Cleanliness and maintenance of the premises to be improved.
- Children's work to be displayed in an attractive manner
- Children's learning to be supported by more effective use of toys and equipment. Toys and equipment to be made available to support large physical play and equal opportunities
- Planning to ensure that all children participate in a range of activities to develop and progress to their full potential.

- A visitor's book to be made available

Outcome of the inspection

Unsatisfactory

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
2	An action plan is to be produced showing how staff will access further training and knowledge of the Foundation stage and the National Standards and submitted to Ofsted	05/04/2004
2	Ensure that a procedure to be followed for lost or uncollected children is available to parents and that a copy is submitted to Ofsted.	05/04/2004
2	An operational plan is to be available for parents.	05/04/2004
3	Provide planned activities to promote children's learning and development.	05/04/2004
6	An outings policy to be produced and a copy forwarded to Ofsted	05/04/2004
6	Risk assessments of the premises to be conducted and copies forwarded to Ofsted	05/04/2004
10	Develop staff's knowledge of special needs procedures in line with the Code of Practise.	05/04/2004

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

Std	Recommendation
3	Make sure that the value of children's own work is re-inforced by displaying in an attractive manner.
5	Ensure that all toys and equipment used by children are well maintained and provide for a balance of stimulating activities

6	Make sure there is a visitor's book available
6	Make sure that a written Fire Safety procedure is displayed
8	Drinking water is to be made available at all times for children.
8	Encourage children's independence skills at snack times
9	Ensure that staff are aware of equal opportunity issues and use this expertise when planning activities for children.
10	Make sure that a copy of the Special Needs policy is available for parents.
12	Provide formal opportunities for parents to discuss children's progress
13	Show how staff will receive training on Child Protection procedures

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

How effective is the nursery education?

Waddingham Under 5's Playgroup provides a friendly and welcoming environment where children have some worthwhile play experiences. However, the educational provision is unacceptable overall and children are making poor progress towards the early learning goals.

The quality of teaching is poor. Staff lack a thorough understanding of the Foundation Stage and the way in which children learn. Staff do not plan effectively around the six areas of learning and there are some significant gaps in teaching and learning. Staff do not assess what children know and can do, and therefore they are unable to plan for what children need to learn next. Children are frequently insufficiently challenged, either by staff's ineffective questioning, or by the lack of well planned activities. They are therefore not achieving their potential. Staff do not account for the needs of more and less able children. However, they have established positive relationships with children and manage their behaviour reasonably well. Staff are not always deployed effectively or make the most of their time; they are unclear of learning objectives or the activities' purpose.

The leadership and management of the group is poor. However, staff work well together and there are high staff to children ratios. Staff do not monitor the quality of the educational provision or discuss the delivery of the curriculum. Staff have not assessed their training needs and they have yet to receive any training on the Foundation Stage of education.

The partnership with parents and carers is poor. Staff have good social relationships with parents and they are welcome into the group at any time, but they are not provided with any written information about the educational programme or the setting. Parents are given verbal information about their children's general progress, but there is no system of reporting to parents on their children's achievements towards the early learning goals.

What is being done well?

- Children are developing some self-care skills.
- Children are familiar with books and they are able to hold them correctly and follow the story. They can sing simple songs from memory.
- Children can count from 1 to 5..

What needs to be improved?

- staff's knowledge of the Curriculum Guidance for the Foundation Stage
- staff's observation of children, curriculum planning and assessment of

children's progress; ensuring they provide a broad and balanced curriculum across all six areas for all funded children

- the organisation of the day, deployment of staff and delivery of a planned curriculum relevant to the Foundation Stage and children's differing needs
- the leadership and management of the setting to: address the training needs of the staff; assess the strengths and weaknesses of the group; monitor and evaluate the educational provision and ensure all children are learning to their potential.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Significant Weaknesses

Children show independence and can carry out simple self care activities. They form good relationships with their peers. Children have a limited understanding of different cultures and beliefs. Children manage personal hygiene matters, but have a lack of personal independence. However, their behaviour is good.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Poor

Children are familiar with books and realise that text relates to pictures and that a book follows a sequence. However, they rarely make marks on paper to represent meaning. Conversations with children are inhibited by staff's closed style of questioning and the lack of staff interaction. There are insufficient activities planned to enable children to experience linking sounds to letters, listen to stories, or extend their vocabularies.

MATHEMATICAL DEVELOPMENT

Judgement: Poor

Children count from one to nine in sequence on a regular basis. However, they are not encouraged to use mathematical language in everyday situations, or to solve practical mathematical problems. They do not, as yet, have basic understanding of calculation, for example by the simple addition and subtraction of groups of objects.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Poor

Children learn about the local community and the people in it by visitors to the playgroup. Children do not investigate or discover how things work. They rarely use construction materials and do not sufficiently explore everyday technology. Children have a limited sense of time and place. They do not discuss significant events in their own lives, nor observe and comment on their daily routines and relate these events to past, present and future.

PHYSICAL DEVELOPMENT

Judgement: Poor

Children are insufficiently challenged in their large motor skills. Children are keen to use small equipment that is set but it does not relate to any planned purposeful activities and used in a recreational manner and does not provide a range of challenging activities for children.

CREATIVE DEVELOPMENT

Judgement:	Poor
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Children sing simple songs from memory and also accompany recorded music. They do not take part in purposeful creative activities using a variety of appropriate media and play materials. Children show little interest in imaginative play.

Children's spiritual, moral, social, and cultural development is not fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is unacceptable. Children are making poor progress towards the early learning goals.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- Increase staff's knowledge of the Foundation Stage.
- Make sure that plans reflect the needs of all funded children and that observation and assessment of funded children is linked to the early learning goals.
- Ensure planning covers all aspects of the curriculum and that staff are aware of the learning objectives of planned activities and have received sufficient training to deliver the curriculum effectively.
- Monitor the setting's educational provision on a regular basis.
- Provide information for parents about the Foundation Stage, the curriculum, and about their children's progress towards the early learning goals on a regular basis. Involve parents in their children's learning.

The provider must draw up an action plan within 20 working days showing how the key issues detailed above will be addressed. A copy of the action plan must be sent to the local education authority. The Department for Education and Skills will write to the provider asking for a copy of the action plan. The Secretary for Education and Skills will then decide whether to withdraw the provider's entitlement to receive funding for 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.