



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 221800

DfES Number: 540821

INSPECTION DETAILS

Inspection Date	13/07/2004
Inspector Name	Emma Louise Bright

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Hauxton Playgroup
Setting Address	VILLAGE HALL HAUXTON CAMBRIDGE CAMBRIDGESHIRE CB2

REGISTERED PROVIDER DETAILS

Name	The Committee of The Committee
------	--------------------------------

ORGANISATION DETAILS

Name	The Committee
Address	Hauxton Playgroup Village Hall, Hauxton Cambridge Cambridgeshire

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

Hauxton Playgroup opened in 1977. It operates from the village hall in the village of Hauxton, close to Cambridge. The group serves the local area and neighbouring villages.

There are currently nine children from two to four years on roll. This includes two funded three-year-olds and five funded four-year-olds. Children can attend for a variety of sessions. The group has supported a number of children with special needs, and children who speak English as an additional language in the past.

The group opens three days a week (Mondays, Tuesdays and Thursdays) during school term times. Sessions are from 09:00 until 12:30.

There are two full time and one part time members of staff working with the children, none of whom hold early years qualifications. The setting receives support from an Early Years Mentor from the Early Years Development and Childcare Partnership (EYDCP) and are members of the Pre-School Learning Alliance.

How good is the Day Care?

Hauxton Playgroup provides satisfactory care for children.

The staff provide a warm and welcoming environment for children in their care. Children have access to a range of activities and resources, and this ensures they are busy and active throughout the session. However, the staff do not yet hold early years qualifications. Most documentation is in place, however, there are two small details missing from two of the policies and there is no written procedure for outings.

The staff are vigilant when supervising children and ensure children learn about the dangers to help them play safely. However, the premises are not secure. Staff have a good awareness of health and hygiene; they ensure children learn about healthy practices through the daily routine. There are satisfactory procedures in place to meet children's nutritional needs.

Children respond well to staff, who use praise to encourage good behaviour. The staff interact well with the children, they chat happily together and enjoy warm relationships. The staff know the children well and this enables them to take into account their individual needs. There are satisfactory procedures in place to support children with special needs.

The group develops good relationships with the parents. Information is both gathered and shared with the parents so that children feel secure within the group. Parents are encouraged to approach the staff at any time.

What has improved since the last inspection?

At the last inspection, the group agreed to prepare an effective recruitment procedure, prepare an operational plan and to devise an action plan to show how staff will meet the qualification criteria. They agreed to seek advice in the planning and delivery of the curriculum, increase their understanding of equal opportunities, providing appropriate resources and develop their knowledge of child protection. They agreed to ensure the toilet facilities meet the needs of the children, to ensure the toilet facilities are suitably equipped, to implement an effective system for managing access to the premises and to ensure the premises complies with fire safety regulations. They agreed to provide an Equal Opportunities policy, obtain a copy of the Code of Practice and devise a written statement on Special Needs. They also agreed to ensure parents had access to all policies and procedures, including a complaints procedure which has the contact details of the regulator, to ensure the group complies with local child protection procedures, to keep a record of significant incidents and to ensure that all policies and procedures are developed and maintained.

A suitable recruitment procedure is in place and the operational plan now includes all policies and procedures, which are available to parents. However, the complaints procedure does not include the contact details for Ofsted. The group have developed an action plan for training, but have not yet begun the training. The group have sought advice from their Early Years Mentor regarding the Foundation Stage curriculum and this support is continuing. Staff have endeavoured to update their knowledge of equal opportunities, however, resources are still limited. Staff have attended a workshop on child protection to update their knowledge. The toilet facilities are suitably furnished, a record of incidents is in place, the premises complies with fire safety regulations, however the premises are not secure.

What is being done well?

- Staff and children share warm and affectionate relationships. This ensures children feel secure and look forward to their day.
- Staff develop good relationships with the parents. They share information on a daily basis so that parents and children feel happy and secure.

What needs to be improved?

- training, to develop and implement an action plan that sets out how the supervisor will achieve a level 3 qualification and develop and implement an action plan detailing how at least half of all childcare staff will hold a level 2 qualification in childcare
- resources, to ensure that children have an appropriate range of activities and resources that promote equality of opportunity and anti-discriminatory practice
- children's safety, to ensure the toilet doors can be opened from the outside and to make sure that premises are secure and that children are unable to leave them unsupervised
- documentation, to ensure the procedure for lost/uncollected children is complete, to devise a written procedure for outings, to ensure the complaints procedure includes the name, address and telephone number of Ofsted and to ensure the child protection policy includes clear procedures to be followed in the event of an allegation made against a member of staff.

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
2	Develop and implement an action plan that sets out how supervisors will achieve a level 3 qualification.	31/12/2004
2	Develop and implement an action plan detailing how at least half of all childcare staff will hold a level 2 qualification in childcare.	31/12/2004
9	Ensure that children have an appropriate range of activities and resources that promote equality of opportunity and anti-discriminatory practice.	31/12/2004

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

Std	Recommendation
2	Ensure the procedure for lost/uncollected children is complete.
4	Ensure the toilet doors can be opened from the outside.
6	Make sure that premises are secure and that children are unable to leave them unsupervised.
6	Devise a written procedure for outings.
12	Ensure the complaints procedure includes the name, address and telephone number of Ofsted.
13	Ensure the child protection policy includes clear procedures to be followed in the event of an allegation made against a member of staff.

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

How effective is the nursery education?

The provision for nursery education at Hauxton Playgroup is acceptable, but has some significant areas for improvement. Children's progress towards the early learning goals is limited by some significant weaknesses in the provision.

Teaching has significant weaknesses overall, which hinder children's progress in several areas of learning. Staff do not have a clear understanding of the Foundation Stage curriculum, which impacts on the presentation of some activities. The playleader has recently begun planning for activities, using the stepping stones and has devised assessments for individual children; these are developing well. However, the plans and activities do not provide sufficient challenge for the older and/or more able children, which limits the progression in their learning. Staff have positive strategies in place for managing behaviour, which older children respond to well. However, ineffective support for some of the younger children means that opportunities for learning are missed for the older children. There is an appropriate system in place to support children with special educational needs.

The leadership and management of the playgroup has some significant weaknesses. The playleader has identified strengths and weaknesses, but they are not all linked to the educational provision. Staff deployment is satisfactory, but they do not hold early years qualifications, which impacts on their understanding of the Foundation Stage curriculum and nursery education.

The partnership with parents is generally good. Parents can talk to the staff informally on a daily basis to discuss their child's progress with them. However, parents do not have opportunities to contribute to their child's assessment. Parents are provided with information about the provision and the group's activities and they have opportunities to participate in the group's routine.

What is being done well?

- The staff form good relationships with the children and their families. They relate well to children, showing a genuine interest in what they say and do.
- Children are competent negotiators when sharing resources and they play well together.
- Children's physical development is progressing well.

What needs to be improved?

- the curriculum for mathematics
- opportunities to practise early writing skills, such as mark making in a range of play situations

- opportunities for older and more able children to extend their learning
- staff's knowledge and understanding of the Foundation Stage curriculum
- opportunities for children to explore their imagination and creativity and to make their own choices during design, construction and art
- increased opportunities for parents to contribute towards their child's assessments
- the effectiveness of the management in addressing identified areas for improvement.

What has improved since the last inspection?
Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children relate well to one another and have developed good relationships with the staff. They are learning to work as part of a group and to take turns. Four-year-old children have a good understanding of the rules for good behaviour and are skilled at negotiating to share resources; they respond well to the positive messages given to them and their behaviour is good. However, older children do not have enough opportunities to be self-sufficient.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Significant Weaknesses
------------	------------------------

Children are confident communicators and have developed a wide vocabulary. They enjoy looking at books and listening to stories. Children have opportunities to practise pencil control, but not yet sufficient opportunities to practise early writing skills in a range of activities, such as mark making for a purpose. They enjoy learning about the letters in their name however, four-year-olds have less opportunities to link letters to sounds in a range of practical activities.

MATHEMATICAL DEVELOPMENT

Judgement:	Significant Weaknesses
------------	------------------------

Children enjoy counting activities and are beginning to recognise numerals. However, children's interest in numbers is not extended so that they develop a concept of number through a range of practical activities. Children recognise shapes and name them correctly. There are less opportunities for four-year-olds to practise calculation in planned and everyday activities and their knowledge of size and measure is not extended.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Significant Weaknesses
------------	------------------------

Children show an interest in nature and have trips to explore their local environment. They talk about their lives and enjoy sharing this information with others. Children have limited opportunities to extend their construction skills. Staff do not support children's limited use of programmable toys in order to extend children's learning.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children enjoy moving freely during outdoor play showing an awareness of space and they confidently demonstrate their good coordination skills. They can use small tools and equipment with increasing control. Children's fine manipulative skills are progressing well, although the methods by which this is achieved, for example stencils, lack imagination. Children are developing an awareness of healthy practices, such as washing their hands.

CREATIVE DEVELOPMENT	
Judgement:	Significant Weaknesses
	Children enjoy singing familiar songs and rhymes. They explore their imagination in the role-play area and outdoors, re-enacting familiar scenarios. An over-reliance on adult-led art activities impinges on children's creativity and they lack sufficient opportunities to explore their imagination through creating their own individual artwork, rather than for the end result.
Children's spiritual, moral, social, and cultural development is fostered appropriately.	

OUTCOME OF THE INSPECTION

The provision is acceptable but has some significant areas for improvement. Children's progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- increase staff's knowledge of the Foundation Stage curriculum to ensure the delivery of the curriculum is effective and that children benefit from the breadth of activities offered
- improve the provision of practical maths activities for children, including involving mathematics as part of the daily routine
- develop the system of assessment in order to plan for further challenge of the older and more able children, ensuring that parents have opportunities to contribute towards their child's assessment
- ensure that the provision for nursery education is monitored and evaluated so that identified areas for improvement are effectively addressed.

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.