



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 254262

DfES Number: 500694

INSPECTION DETAILS

Inspection Date 05/02/2004
Inspector Name Marianne Gascoyne

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Shipdham Playgroup
Setting Address Thomas Bullock School
Pound Green Lane
SHIPDHAM
Norfolk
IP25 7LF

REGISTERED PROVIDER DETAILS

Name The Committee of Shipdham Playgroup 1019292

ORGANISATION DETAILS

Name Shipdham Playgroup
Address Thomas Bullock School
Pound Green Lane, Shipdham
Thetford
Norfolk
IP25 7LF

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

Shipdham Playgroup opened over twenty years ago and has been operating from the current premises since June 2001. The group owns the mobile building in which it meets and is situated on the site of the local primary school in the centre of the village of Shipdham close to the market town of East Dereham. It is set in a large, enclosed outdoor play area. Children who attend come from the Shipdham and surrounding villages.

There are currently 30 children aged from two to under five years on roll. This number includes fourteen funded three-year-olds and four funded four-year-olds. The playgroup supports a small number of children with special needs. None of the children currently attending speak English as an additional language. The group currently operates Monday to Friday from 9.00 until 11.45 during school term times.

The group employs five members of staff, three on a full-time basis and two part-time. The supervisor and deputy hold relevant childcare qualifications to level three. The assistants are planning to undertake relevant qualifying training. All staff regularly attend short courses to update their knowledge. Support is received from Norfolk Early Years Development and Childcare Partnership.

How good is the Day Care?

Shipdham Playgroup provides satisfactory care for children. A welcoming, child-centred environment is created by the purposely designed premises and attractive outside area and children are eager to attend. Staff regularly attend training courses to update their knowledge and the key worker system ensures good communication with parents. However, staff do not work effectively together as a team; the operational plan does not ensure children are always grouped appropriately or space organised to meet the needs of all the children. There is a good range of equipment but it is not well enough organised in some areas to stimulate purposeful play. Policies and procedures to support practice in the group are very lengthy and do not always contain accurate information.

A risk assessment is completed on a daily basis but not all risks are identified and steps therefore taken to minimise them. Children are generally being encouraged to practice good hygiene procedures but resources available and staff involvement do not assist this process. Nutritious snacks are provided and children enjoy this time with their key workers. Children with special needs are supported to ensure they are able to be fully integrated in the group.

Activities provided are interesting and children enjoy taking part in adult led activities and concentrate for long periods with staff extending and developing their play. Children are less able to initiate their own sustained play and inflexibility in plans and lack of choice sometimes results in interrupted purposeful play. Children are learning to manage their own behaviour by devising a set of rules to follow within the group but lack of consistency in the positive management of behaviour hinders this development.

Parents are well informed by the attractive brochure given when their child starts in the group and by regular newsletters. They are involved in aspects of the group's operation, serving on the committee and helping during sessions.

What has improved since the last inspection?

At the last inspection Shipdham Playgroup were asked to ensure checks were undertaken on all staff and staff files contained appropriate information. All staff have now completed the necessary forms and staff information is contained in files held on the premises. They were asked to develop procedures in the event of a child becoming lost, for outings and use of staff vehicles, the complaints procedure and the procedure to protect children from unvetted staff. Policies and procedures have been updated in respect of these issues although there is still not a clear procedure in place to protect children from unvetted staff.

The group was asked to develop and implement risk assessments, ensure fire apparatus was regularly maintained and all electrical sockets covered. These areas have been addressed although the risk assessments are not yet fully effective in minimising risks.

Action was requested with regard to the policy on administration and recording of medicines and consent to be obtained from parents to seek emergency medical advice or treatment. Procedures are now in place for the administration and recording of medicines but consent is still not received for emergency medical attention.

What is being done well?

- A large attractive dual surface outdoor area is available for use throughout the year. Children enjoy the lack of restriction in outdoor play and staff provide interesting activities in which children take part with enthusiasm. Plans are in hand to develop this area further.
- Staff plan and provide some interesting, challenging activities for the children and support and encourage children's concentration and learning when

taking part.

- An child-centred environment is created with attractive wall displays. The book corner is warm and welcoming with comfortable furnishings to encourage the children to access books and floor play activities.

What needs to be improved?

- the appraisal process to review staff roles and responsibilities, skills and abilities to assist staff to work together to ensure consistency for children, effective organisation of sessions and appropriate behaviour management
- the operational plan to include grouping of children and organisation of space and equipment to ensure children's needs are able to be met
- the documentation relating to:
 - - the procedures for employing and vetting staff including staff induction
 - - the consent obtained from parents to seek emergency medical advice or treatment
 - - behaviour management to ensure the policy provides clear guidelines for staff and parents
- on how to manage behavioural difficulties including bullying
- - child protection to ensure the policy follows local Area Child Protection Committee
- procedures and DfEE guidelines 'What To Do If You're Worried A Child Is Being Abused'
- and includes the procedure to be followed in the event of an allegation against a member of
 - staff or volunteer
- the risk assessment to ensure all risks are effectively identified and minimised.

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 should have regard to the following recommendations by the time of the next inspection	
Std	Recommendation
1	Use the appraisal process to carry out a review of all staff's skills and abilities and address any issues raised.
2	Within the operational plan give consideration to the grouping of children and organisation of space and equipment to ensure needs are able to be met.
6	Develop the risks assessment to ensure risks in all areas of the setting are minimised.
14	Develop policies and procedures to ensure they contain all the necessary information and are easily accessible for parents.

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 Shipdham Playgroup is good. It enables children to make very good progress in their mathematics and generally good progress in all other areas.

Teaching is generally good. Staff have a sound knowledge of the early learning goals (elgs) and plan together to offer an interesting range of practical activities for the children. However, there are inconsistencies between the support given to the focussed activities and the everyday activities which results in children's inability to initiate and sustain their own play. This is mainly due to a lack of clear roles, responsibilities and team working within the staff group. Children are generally well behaved but there are inconsistencies in management of behaviour and language used.

Long term plans provide a balance across the elgs throughout the year but this is not so at each session. Plans clearly show the learning intention, resources required and adult involvement; medium and short term plans are clearly evaluated and weaknesses identified. Observations and evaluations are mostly used to inform future planning.

Leadership and management are generally good. The committee is supportive and recognises the value of planning by allocating staff time to carry it out effectively. They are clearly committed to developing the facility to meet the needs of children and parents and work closely with the local school to build good relationships. Leadership roles within the sessions are not so clear and this leads to inconsistencies in the operation of the group; staff are insecure in their roles and responsibilities. The evaluation and monitoring by the committee is not currently effective in dealing with staffing issues.

The partnership with parents is very good. Parents are fully involved in their children's learning; they contribute to their assessments and help in all aspects of the group. They receive clear information regarding the elgs and activities planned and provided.

What is being done well?

- Staff develop children's understanding and use of mathematical language throughout the session at everyday activities and opportunities provided specifically for this purpose. They count children at registration, add and subtract at snack time, identify and record shapes and weigh and measure in planned activities and participate in number action rhymes and songs with enjoyment.
- Skilful questioning encourages children to think and express themselves. Their vocabulary is being extended and developed when conversing with

adults.

- Children enjoy listening to stories, join in and predict the outcome. They use musical instruments to interpret sound and movement when listening to The Bear Hunt.

What needs to be improved?

- Consistency in staff management of behaviour and support for children's learning in all areas.
- The planning and organisation of sessions to avoid duplication and ensure children are supported in everyday activities in addition to focussed activities.
- The resources provided for creative play to ensure tools are appropriate and children are able to self-select materials to develop their imagination and creativity.

What has improved since the last inspection?

The setting has made generally good progress in implementing the action plan drawn up to address the four key issues identified at the last inspection. Staff have undertaken training to develop their knowledge and understanding of the elgs and this is now sound. Plans now include all aspects of learning and show differentiation. Effective assessment records are now maintained through observations completed and information received from parents. The Learning Story process of assessment has recently been introduced. Partnership with parents has been developed. They are able to read the minutes of committee meetings, newsletters are produced half termly and the key worker system has been introduced to communicate more effectively with parents about their children's progress. The overall provision for maths has been improved with the provision of new equipment and staff awareness and is now a strength of the group. The provision for communication, language and literacy, knowledge and understanding of the world and creative development has improved and is now generally good.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are confident and enjoy good relationships with each other and staff. They sit and take part in sustained activities supported by the adults who extend and develop their play and learning; concentration is sometimes interrupted due to lack of flexibility of plans. Children have devised their own set of rules to govern their behaviour in playgroup but these are not always followed due to inconsistencies in management by staff. Children are gaining independence through everyday routines.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children converse confidently with each other and staff and skilled questioning extends and develops their thinking and vocabulary but their listening skills are not fostered. They recognise their names and learn that print has meaning through modelling by staff, for example, recipe for playdough. Children are encouraged to write in everyday play activities and some children are able to form letters and write their names. Children enjoy stories but do not often access books independently.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are given many opportunities to develop their understanding of mathematics through play activities. Older/more able children are able to count to ten and recognise written numerals to five. They are being introduced to addition and subtraction in action songs and everyday situations such as snack-time. They weigh and measure when making playdough and opportunities are provided to learn about shape and pattern and encouragement given to use of mathematical language.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Interesting opportunities are provided for children to explore and investigate materials and look at change, for example, cooking, mixing dough. Displays show construction in two and three dimensions is encouraged. Children are learning about other cultures through festivals celebrated, different foods, books and other resources. A computer is available to develop children's knowledge of technology but it is not used. Some activities are not planned at an appropriate developmental level.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children enjoy singing action songs and equipment is used to extend this activity. They enthusiastically follow movements of staff when using Geoshapes and move around the room with confidence. Children learn to manoeuvre equipment when taking part in planned activities and they pedal effectively. Children handle tools confidently playing with dough but children's cutting skills are not being fully developed. Equipment available does not challenge older/more able children.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Painting and the craft table enable children to use colour and texture but children are not always encouraged to self-select or explore with a variety of materials. Children are given encouragement to draw representational pictures. They enjoy singing and using musical instruments to accompany a story. Resources in the role play area are well presented, for example, as a shoe shop, but insufficient adult support limits the development children's imaginative play.

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

- Develop the understanding of all staff with regard to positive strategies and language to be used when managing children's behaviour.
- Develop short term plans to ensure a balance of activities and sufficient support by adults of both focussed and everyday activities.
- Provide opportunities for children to self-select a range of materials to develop their creativity and ensure good quality tools are available to develop their skills.

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.