



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 256797

DfES Number: 518062

INSPECTION DETAILS

Inspection Date 28/01/2004
Inspector Name Susan Christine Mcguire

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Orton Longueville Playgroup
Setting Address Longueville Lakeside Centre
Oundle Road, Orton Longueville
Peterborough
Cambs
PE2 7EA

REGISTERED PROVIDER DETAILS

Name The Committee of Orton Longueville Playgroup 1015208

ORGANISATION DETAILS

Name Orton Longueville Playgroup
Address Longueville Lakeside Centre
Oundle Road, Orton Longueville
Peterborough
Cambs
PE2 7EA

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

Orton Longueville Pre-school opened in 1967. It operates from the Orton Longueville Lakeside Leisure Centre adjacent to the local Primary and Secondary schools. The Pre-school serves the local area, and children also attend from further afield.

There are currently 66 children from 2 to 5 years on roll. This includes 35 funded 3 year olds and 17 funded 4 year olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs and who speak English as an additional language.

The group opens 5 days a week during school term times. Sessions are from 9.15 am - until 11.45 am Monday to Friday and 12.30 pm until 3.00 pm Monday, Wednesday and Thursday.

Four part-time and four full-time staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. The setting receives support from a teacher/mentor from the Early Years Development and Child Care partnership.

How good is the Day Care?

Orton Longueville Playgroup provides good care for children.

Emphasis is placed on on-going staff-training and all staff regularly update their first-aid certificates. The staff work well as a team, daily preparing the playspace to create a welcoming environment, and making good use of limited display space. Good documentation underpins the management of the group, although the role of Ofsted in the complaints procedure is not made clear in the complaints policy for parents.

The staff show an awareness of safety issues and procedures are in place to ensure that children can play safely both indoors and outdoors. Children are given clear routines for personal hygiene and their independence in this regard is fostered. Snacks are healthy and nutritious.

Children are provided with a range of appropriate activities to support their play and learning, and are encouraged to make choices about how they spend their time at pre-school. The key-working system is used and staff know the children well and ensure that all are included. There are good relationships within the group and behaviour is managed well. The resources available include some which provide positive images of the multi-cultural nature of society. Children who have special needs are well-catered for.

Partnership with parents is good. They have full access to a range of information about the setting, and are provided with a copy of all policies and a parents handbook when their children join. They are kept informed about their children through informal discussions daily, and they have access to their records.

What has improved since the last inspection?

At the last inspection the group agreed to ensure that parental consent was obtained for the administration of medicine. Parents are now requested to sign specially devised consent forms, and these are then filed with children's records, so all staff are aware of parents wishes in this regard.

What is being done well?

- Staff place great importance on on-going training. They regularly attend relevant courses and the supervisor incorporates the knowledge they have gained into the sessions, for the benefit of the children's play and learning.
- Staff work hard to daily prepare the playspace to create a welcoming environment for both children and parents.
- Children are provided with an excellent range of activities, both indoors and outdoors, which helps to develop their confidence and support their learning. There is a good balance of adult-led and free-choice activities within the session.
- Resources available include some which reflect positive images of the multi-cultural nature of society, so children are able to learn about other cultures, and equality issues, through their play.

What needs to be improved?

- the written complaints policy, so that it clarifies the role of Ofsted in the procedure for parents.

Outcome of the inspection

Good

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
12	clarify the role of Ofsted in the written complaints policy and share with 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 Orton Longueville Playgroup is of a high quality. It enable children to make very good progress in all areas of learning.

The quality of teaching is very good. Staff build good relationships with the children so they are confident to learn. The key-working system and assessment is used effectively, and more able children are set appropriate challenge. Behaviour is well-managed. Staff are skilled in taking unplanned opportunities to extend children's learning e.g. by going outside to experience a rare snowfall. Staff have a thorough knowledge of the Foundation Stage and the areas of learning. Planning is effective and covers the curriculum imaginatively, but is very detailed and could be made more manageable. Staff adapt activities to include children with special needs.

The committee believe their role is to support the staff and fund-raise for resources. They devolve the day-to-day running of the sessions and the management of the nursery education to the supervisor, who carries these tasks out well. A member of staff is employed to deal with administrative tasks. The staff work well as a team and are aware of their roles within sessions. Meetings are held twice a term and the timings of these are adapted so all can be included. Good procedures are in place for the induction of new staff. Staff maintain a good liaison with the local primary school.

Partnership with parent is very good. Parents speak very highly of the setting and some travel a distance for their child to attend. Staff involve parents in their children's learning by providing termly opportunities to see the records of achievement, by bringing items from home to support topic work, and by sharing a book in the second half of the year. Good use is made of limited display space to give parents information about the group and newsletters are distributed. Planning is displayed, and information about the Foundation Stage is included in the handbook.

What is being done well?

- The outside play-area is used to give children an excellent range of experiences including physical play, gardening, exploring the natural world and music. In good weather this is provided as a free-flow opportunity for part of the session.
- Children's mathematical thought is being fostered very well. They are encouraged to problem-solve in everyday situations and often choose to measure and calculate in role-play situations, e.g. measuring the height of the wall built in the 'building-site.'
- Staff instinctively take unplanned opportunities to extend learning and set challenges in everyday situations. They also know when to become involved and when to stand back and allow child-led play to develop.

- All relationships within the group are very good. Staff are good role-models and manage behaviour well.

What needs to be improved?

- Children's independence in the area of responsibility for preparing and tidying-away activities and resources.

What has improved since the last inspection?

Very good progress has been made in addressing the key issue raised at the last inspection.

The system for assessing and recording children's attainment is being used effectively to inform short-term plans for individual children. This is done within key-working groups.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children separate from their carers confidently and have good relationships with staff. They are learning to share and take turns and are encouraged to consider the feelings of others. Children become absorbed and show persistence with challenging tasks e.g. gathering bricks with the digger in the 'building site'. They are developing independence in self-care and selecting activities but this would be further enhanced by providing additional opportunities to have responsibilities in the session.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are learning that print conveys meaning through books and labelling in the room, some of which they provide themselves e.g. danger sign in the building site. They access books independently for pleasure and information and enjoy predicting what happens next in group stories. Most children recognise letters and their sounds, and can identify and write their names. Clipboards and notebooks are provided for writing in role-play and a variety of tools are being used for mark-making.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are given a wide experience of mathematical thought through planned activities and everyday situations. They recognise shape, colour and numerals, and can count confidently. They can recreate simple patterns from cards or on the computer. Planned activities give children opportunities to weigh, measure, explore capacity and predict which toy will fit in which box. Staff set challenges for more able children e.g. "how many more cups needed at this table?" during snack-time.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are being given a sense of time and place through topics which explore the local environment and the people who live and work in it. The weekday and weather is discussed daily, and children grow flowers and potatoes, to help them to understand how things change. They have regular opportunities to explore methods of joining and construction, and can operate computers, roamers and cameras. Families who use the group are invited to share aspects of their culture and language.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children have daily opportunities to 'let off steam' both indoors and outdoors. They have access to a range of equipment which develops their skills in climbing, crawling, balancing, pedalling and steering. Parachute games and an obstacle-course indoors introduces children to concept of 'stop', 'go' and 'change direction', after which bodily changes after exercise, e.g. being out of breath, is discussed. Children manipulate objects and are increasingly confident in the use of a variety of tools.

CREATIVE DEVELOPMENT

Judgement: Very Good

Staff regularly provide opportunities for children to explore different media and materials, for which a designated craft area is provided. Children make models from wood, choosing their own method of joining, and paint and photograph the finished product. Role-play is enjoyed and the theme for this changes regularly. Children sing with enthusiasm and move well to music. They explore sound and rhythm, loud and soft, by using musical instruments both as a planned, and free-choice activity.

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 improving the following:
- Opportunities for children to further enhance their independence skills by having some responsibilities within the session, e.g. preparing and tidying away resources.
- Methods of planning, so that the process is more manageable.

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.