



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 136087

DfES Number: 520394

INSPECTION DETAILS

Inspection Date 24/05/2004
Inspector Name Angela Cole

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Starrite Pre-School Playgroup
Setting Address Little Stoke Youth Centre
Little Stoke Lane,
Little Stoke
South Glos
BS34 6HY

REGISTERED PROVIDER DETAILS

Name The Committee of Starrite Pre School Playgroup

ORGANISATION DETAILS

Name Starrite Pre School Playgroup
Address Starrite Pre School Playgroup
Little Stoke Youth Centre
Little Stoke Lane, Little Stoke
South Glous
BS34 2EX

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

Start-Rite Pre-School Playgroup has been in open since the 1960s. It is based in a suburb of the city of Bristol on the edge of a large industrial estate near Filton airport, and has shared use of the local Youth Centre building, a large hall with adjacent small room, and a grassed and paved area for outside play. The children who attend the pre-school come from the surrounding estate of mixed private and local authority housing.

There are currently 24 children from three years to under five years on roll. This includes 11 funded three-year-olds and 12 funded four-year-olds. Children attend for a variety of sessions. Three children have special needs and the group supports children who speak English as an additional language.

The playgroup opens five days a week during school term times. Sessions run from 09.15 until 11.45. Three part-time staff work with the children, of whom two hold an appropriate level three qualification. The group is a member of the Pre-School Learning Alliance. Through the Early Years Development and Childcare Partnership, the staff have termly visits from a qualified teacher who gives them advice and support.

How good is the Day Care?

Startrite Pre-school Playgroup provides satisfactory quality care for children. Persons in charge are both appropriately qualified and experienced. The operational plan works adequately in practice and training needs are being met. There is a good adult to child ratio with parental help, though no key grouping of children. Spacious premises are clean and reasonably maintained with some display of children's work. Children are taken to the toilet in groups. The setting owns good quantities of appropriate equipment but the number of activities set out is limited. Playgroup's records are now stored securely and are being revised. Some required documents are not held, including a fire log, visitors' record, and child protection policy.

The immediate play area is safe and staff watch children closely to protect them. At

times, fire doors and a side room are left open; during toilet trips the hall door is unsecured so other children could leave. Children learn good hygiene techniques through hand washing. All staff have current first aid training but the first aid box is unsuitable and contains adults' medicine. No records of children's medication are kept. A choice of drinks is available at snack time; staff are well aware of dietary needs though only offer sweet biscuits for snacks.

The stimulating range and balance of free-play activities over the week helps children make satisfactory progress in all areas of their development. A focus activity is planned each day but other resources are chosen at random. Some children are not fully occupied at circle and snack times. Children form helpful relationships with adults who all ask challenging questions and give praise for good behaviour. All children are known as individuals and those with special needs are effectively supported.

Parents are given general information about the group but insufficient about the activities or progress of their child. Good account is taken of their wishes for the children's care.

What has improved since the last inspection?

After the last inspection, the setting agreed to conduct risk assessment on the premises, record significant incidents and appoint a trained member of staff with responsibility for child protection issues.

Children are now safer as a risk assessment is conducted on the indoor premises identifying some actions to be taken which is helping to minimise identified risks. There is now a trained member of staff who has responsibility for child protection issues. Parents are better informed as a record is kept in the accident book of significant incidents.

What is being done well?

- Staff are updating their knowledge through training.
- There is ample space for the children's activities.
- Varied craft, imaginative, construction and role play is offered at each session.
- Adults sit down with the children in free play, ask them helpful questions and give much praise.
- All children are well known as individuals. Those with special needs are effectively supported in practice.

What needs to be improved?

- the security of the playgroup premises
- support for children and their families through the use of key groups

- the documentation for a fire log, medication records and child protection policy
- the storage and contents of the first aid box.

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
6	Make sure that premises are secure and that children are unable to leave them unsupervised.	25/05/2004
6	Meet any recommendations made by the Fire Safety Officer, including keeping a Fire Log Book.	25/05/2004
7	Obtain written permission from parents before administering medication to children and keep a written record, signed by parents, of medicines given to children.	25/05/2004
13	Ensure there is a child protection procedure for the playgroup, which complies with local Area Child Protection Committee (ACPC) procedures and is shared with parents.	25/06/2004

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

Std	Recommendation
7	Ensure that the first aid box and its contents comply with Health and Safety (First Aid) Regulations
2	Plan for all children to belong to a key group which has consistent staff.

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

How effective is the nursery education?

Startrite Pre-school Playgroup provides good quality nursery education overall which enables children to make generally good progress towards the early learning goals (elgs).

The quality of teaching is generally good. A system has been set up to plan using elgs. A focus activity is regularly planned but resources for other activities are not. New assessments use stepping stones, though some children's records are incomplete. There are few links to plans to adapt and extend tasks for learning. In practice, there is a balance of adult and child-led tasks with good emphasis on play during free choice times. All staff have good relationships with children and high expectations for behaviour. They give clear explanations and use some effective questions. However, through inappropriate support, children are not interested or challenged in circle activities or involved at snack time. Children learning English make good progress, and those with special needs are being effectively supported with help from the area co-ordinator.

Leadership and management of staff are generally good. Clear aims are shared and the leaders give direction. Staff regularly plan together and update documents. Various responsibilities are rotated and training is encouraged. Some practice is evaluated but aspects of previous inspection issues remain.

The partnership with parents has significant weaknesses and makes limited contribution to children's learning. Parents receive some information in a welcome pack that is being revised. Plans for activities are not shared. Some parents are not aware of the activities available though children can take work home daily. Those helping on rota and committee are well involved with their child's learning. Records of progress and a photograph album with interesting comments are prepared and parents may ask to see them. However, records of children's needs, interests and progress are not actively shared during their time at the group.

What is being done well?

- Children are effectively supported to leave their carers and settle. They gain confidence in organising their own play, selecting activities and persevering at their chosen tasks.
- Children easily recognise their names on cards and their work products and have stimulating opportunities for mark making.
- Children confidently recognise numbers and frequently use number names in their play and conversations.
- Children enjoy making their own designs, and use good fine motor skills in construction using a wide variety of materials.

- During free play, all staff ask children effective questions to make them think.
- Staff show good willingness to adopt new systems and to make best use of advice from outside agencies, for example to support those with special educational needs.

What needs to be improved?

- children's personal independence through encouragement for them to do things for themselves, including putting on dressing-up clothes and naming their own work
- planning of the use of resources and of supporting activities, for example to include meaningful routines to use counting to solve problems about 'same', 'more', 'less', support to notice effects of physical activity on their bodies and regular use of musical instruments in group and free play
- the staffing and grouping of children at snack and circle times to support their concentration and learning
- the recording of all children's progress and links to planning in order to devise appropriate extensions and adaptations of activities using the stepping stones
- information for all parents about the curriculum and their child's activities, and opportunities for parents to share information and records about the child's progress during their time at playgroup.

What has improved since the last inspection?

Generally good progress has been made in tackling the key issues in the previous inspection report. Staff have partly addressed weaknesses in the quality of teaching and the knowledge and understanding of the world.

Some consideration has been given to the organisation of the sessions to make learning opportunities for children more effective. Better use is made of the indoor accommodation for small group work. During free play time, all children are stimulated, especially at small group activities. However, children are not fully involved in circle activities or at snack times.

Limited progress has been made to make full use of the planning and assessment systems set up. Only a few, regular, dated observations of children's achievements are made. Parents are not involved in completing the records. The assessments are not sufficiently used to plan a programme of activities which covers all the early learning goals or to meet individual children's learning needs through extensions and adaptations of activities.

The area of knowledge and understanding of the world is now covered in more detail. Children are supported to develop their knowledge of the world around them and to investigate different objects and materials. They ask questions and show interest in materials brought into the playgroup, for example flowers petals that

absorb colour.

These improvements have had a positive impact on children's learning, though further consideration is needed in planning the sessions and the use of assessments of children's progress.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children settle effectively and concentrate on their chosen activities showing good perseverance. They gain confidence and self esteem, for example, to sing in front of others. Younger children do not concentrate throughout whole group story and music sessions. Children play well together in small groups, sharing toys and taking turns, for example at board games. They are well aware of adult expectations regarding behaviour, though are not always encouraged to do things for themselves.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children listen well and talk together effectively in play when learning to negotiate. They are encouraged to share opinions, for example about painting techniques. Good focus is given to rhymes in story books and songs, responding with rhyming words and letters in their names. Children are eager to look at books. They confidently recognise their names but are not regularly encouraged to name their work. They are keen to scribble in the homecorner and see adults scribing their words.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children often use numbers in their play, for example, 'baking' cakes for fifteen minutes. They are quick to recognise the figures for the day's date and can count small groups of grouped objects with adult help. Children learn about 'more' and 'less' when questioned by adults but do not solve meaningful problems in number songs or routines, such as register or snack time. They effectively compare shapes, patterns, positions and measures in play, including weighing pasta in the homecorner.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children explore a varied range of materials and objects, including planted beans and discussing the tadpoles. They build intricate construction designs and are adept at modelling recycled materials. They play with technology toys, such as a shop till, though information technology resources are limited. Children gain a good sense of time. They talk about their families and enjoy visitors including the librarian. They learn about some celebrations in the wider world such as Chinese New Year.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children move spontaneously to music and enjoy action songs. They control wheeled vehicles carefully in the very large hall and tread carefully in confined spaces. There is enthusiastic use of both large and small equipment, and good ball skills gained to throw, kick and roll. They are well aware of their own needs regarding eating and hygiene though do not regularly observe effects of physical activity on their bodies. Good skills are developed with small tools, for example, to paint and cut.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children enthusiastically join in many action songs and show good sense of rhythm. They enjoy moving to a range of music but do not use instruments regularly, in groups or free play. Children play imaginatively, for example re-telling stories using a felt board. They enjoy dressing up and serving meals but role-play is not in-depth. Children's creations, for example from paint, playdough and sand, are highly valued and different colours and textures are explored through mixing, dyes and collage.

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

- Promote children's personal independence by encouraging them to do things for themselves, including dressing and naming their own work.
- Plan the rotational use of resources and the supporting activities. Include meaningful routines to use counting to solve problems about 'same' /more' /less', opportunities to observe the effects of physical activity on their bodies, and regular use of musical instruments in group and free play.
- Develop the challenges set for children. Consider the staffing and grouping of children at snack and circle times to support their concentration and learning. Record all children's progress and, through the stepping stones, link this to planning in order to devise appropriate extensions and adaptations of activities.
- Provide parents with more information about the curriculum and their child's activities. Give opportunities for parents to share information and records about their child's progress during their time at playgroup.

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.