



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY257161

DfES Number:

INSPECTION DETAILS

Inspection Date	19/04/2004
Inspector Name	Ruth Tharme

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Winchcombe Playgroup
Setting Address	Back Lane Winchcombe Gloucester GL54 5QJ

REGISTERED PROVIDER DETAILS

Name	The Committee of Winchcombe Playgroup
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ORGANISATION DETAILS

Name	Winchcombe Playgroup
Address	Back Lane Winchcombe Gloucester GL54 5QJ

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

Winchcome Playgroup registered to provide full day care at its current premises in 2003. It operates from a converted school building in the Cotswold town of Winchcombe. The playgroup serves the local community.

There are currently 43 children from 2-years-and-9-months to 5 years on the roll. This includes 22 funded 3-year-olds and 13 funded 4-year-olds. Children attend for a variety of sessions. The group currently supports a number of children with special needs, and who speak English as an additional language.

The group opens five days a week during school terms. Sessions are between 09.00 and 15.30.

Five members of staff work with the children on a part-time basis. The manager holds a teaching qualification and three members of staff are currently working towards recognised early years qualifications. The group receives support from a Foundation Stage Consultant and a Special Needs Co-ordinator through the Early Years Childcare Services.

How good is the Day Care?

Winchcombe Playgroup provides satisfactory care for children. Calm and sensitive staff provide an environment where children are happy and confident in their care. The playroom is bright and inviting. Premises are cleaned and maintained to a high standard by staff who take pride in their setting. Three staff members are currently working towards recognised early years qualifications. There is a high regard for safety issues. An effective risk assessment programme is implemented and staff take positive steps to promote good hygiene practises such as hand washing. Fire drills are practised regularly and the evacuation plan is clearly displayed. Staff are knowledgeable about child protection issues and are clear about procedures to follow should they have any concerns. Parents have not been asked for consent to seek emergency advice or treatment.

Children take part in an extensive range of activities which promote their development. Staff know the children in their care well and use their observations of children's progress to help plan for the next stages of their play and learning. However some whole group activities are poorly organised so some children begin to lose interest. A plentiful supply of well-maintained equipment effectively supports the activities on offer. Some equipment is poorly presented and children make little use of it. Staff are well informed about individual needs and ensure that children have equal access to activities and equipment. Those with special needs are particularly well supported.

The relationship with parents is good. They are welcomed warmly and are given high quality information about the setting. Policies and children's records are readily available to them. Documentation is generally of a high standard.

What has improved since the last inspection?

N/A as this is the first inspection since registration.

What is being done well?

- Staff are well informed about child protection issues. They are fully aware of the signs and symptoms of abuse and know what to do should they have any concerns. The child protection policy is readily available to parents.
- Staff are well informed about safety issues and are vigilant at all times. They effectively implement safety policies and procedures and carry out a regular programme of risk assessment to minimise risk.
- The provision for children with special needs is good. Staff are well informed about individual requirements and work closely with parents and other professionals to ensure that care is appropriate. Additional adult support is available to those who need it and activities are thoughtfully presented to allow access for all.

What needs to be improved?

- staff qualification levels to meet minimum requirements
- the organisation and presentation of some activities to support children's play and development more effectively
- documentation to show that parents have given consent to seek emergency advice or treatment.

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
2	Review action plan to ensure that minimum qualification levels are met.
3	Review the organisation of whole group activities and the presentation of role-play equipment so that children's play and learning is more effectively supported.
7	Obtain written consent from parents to seek emergency medical advice or treatment.

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 Winchcombe Playgroup is of good quality. Children are making generally good progress towards the early learning goals in all areas of their learning.

The quality of teaching is generally good. Staff have a clear understanding of the Foundation Stage and use their observation and assessment of children's progress to effectively plan for the next stages of children's learning. They develop children's vocabulary and encourage good manners. Some aspects of communication, language and literacy and mathematics do not challenge more able children sufficiently. Children with special needs or who speak English as an additional language are well supported.

The leadership and management of the group is generally good. Staff and committee are clear about their roles and support each other well. Staff actively seek out the support and advice from the Foundation Stage Consultant and the Area Special Needs Co-ordinator to help them monitor and evaluate their provision. Group activities are poorly managed so some children lose interest. There is a clear commitment to ongoing improvement and all staff are involved in individual training programmes.

The partnership with parents and carers is generally good. Parents are given high quality written information about the Foundation Stage and the curriculum that the children are following. They are well informed about their children's progress and are encouraged to be involved in their learning. They take part on a parent rota and are encouraged to join the committee. There is a suggestion box for parents to contribute their thoughts and ideas but parents are not encouraged to contribute to the assessment of their own child's progress.

What is being done well?

- Children with special educational needs are particularly well supported. Additional adult support is available when needed. Well-trained and informed staff work closely with parents and other professionals to ensure that the provision is appropriate.
- Staff and committee are clearly committed to ongoing improvement. They actively seek out help and support from the Foundation Stage Consultant and staff are all involved in ongoing training programmes.
- Staff have a clear understanding of the Foundation Stage.
- Staff use the stepping stones and their own observation and assessment of children's progress effectively to help plan for the next stages in their play and learning.

What needs to be improved?
<ul style="list-style-type: none">● the organisation of whole group activities so that children's interest is sustained● the presentation of some resources so that children are encouraged to use them● the mathematics and communication, language and literacy programmes for more able children so that they can continue to build on what they already know● the assessment of children's progress to take account of what parents know about their child.

What has improved since the last inspection?
Not applicable as this is the first inspection.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children speak confidently in front of their friends. They concentrate well for long periods during free play but sometimes lose interest in whole group activities. They separate from their carers willingly, make choices for themselves and take pride in their achievements. They are forming friendships and actively seek out others to share their experiences. Staff encourage children to learn good manners.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children confidently recount their past experiences and tell their friends what they did in the holidays. They enjoy rhythmic activities such as joining in with 'We're Going on a Bear Hunt' and more able children can link some sounds with the letters in their names. Children enjoy group story times but make little use of the book corner for themselves. They are confident mark-makers who enjoy painting and drawing activities but staff do not support more able children to form letters correctly.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children count confidently to ten and beyond. They can state which number is one less but more able children are not given sufficient opportunities to calculate and problem solve. Children use mathematical language correctly as they play. They recognise similarities and orientation to match shapes correctly and complete puzzles. They correctly group families of animals together and sequence them according to size.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children enjoy exploring natural materials such as sand and water. They are learning about the natural world and show curiosity about the world around them. They investigate construction materials but their design-and-making skills are limited by a lack of 'joining' materials. Children show an interest in information and communication technology using a variety of equipment as they play. They learn about different cultures and beliefs as they share their experiences and celebrations.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children manage their bodies well, joining in enthusiastically with the Hokey Cokey. They move confidently and pedal their tricycles with skill but access to equipment for climbing, sliding and swinging is limited. Children demonstrate a clear sense of bodily awareness and practise good hygiene procedures such as hand washing after using the toilet. They use a range of one-handed tools competently and scissors to cut precisely. They hold pencils correctly and manipulate dough effectively.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children confidently differentiate between colours and construct in three dimensions using a variety of materials. They sing with enthusiasm and quickly learning the words to a new song. They enjoy using the instruments they have made themselves to explore sound and join in with ring games such as 'Farmer's in his Den'. Children enjoy small-world imaginary play but make little use of poorly presented role-play props such as dressing-up equipment.	
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

- review the organisation of whole group activities to better support children's learning
- provide further opportunities in the mathematics and communication, language and literacy programmes for more able children to build on what they already know
- review the presentation of resources to encourage children to make more use of books and role-play equipment to support their play and learning
- encourage parents to contribute to the assessment of their own child's progress.

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.