



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 509208

DfES Number: 519209

INSPECTION DETAILS

Inspection Date 13/05/2004
Inspector Name Ros Church

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Breadsall Playgroup
Setting Address Memorial Hall, Brookside Road
Breadsall
Derby
Derbyshire
DE21 5LF

REGISTERED PROVIDER DETAILS

Name The Committee of Breadsall Playgroup 1082731

ORGANISATION DETAILS

Name Breadsall Playgroup
Address Memorial Hall, Brookside Road
Breadsall
Derby
Derbyshire
DE21 5LF

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

Breadsall Pre-School Playgroup was established over 30 years ago. It operates from the memorial hall in Breadsall village, approximately two to three miles from Derby City centre. The group have access to a large hall, small room, kitchen and toilet facilities.

There are currently 25 children on roll from two and a half to five years of age, this includes three funded four-year-olds and twelve funded three-year-olds. The group currently supports children with special needs, and they are able to support children with English as an additional language.

The group opens Monday to Friday, during school term time, sessions are from 09:15 to 11:45. A lunch club is available on a Monday and Thursday from 11:45 to 12:45.

In total five members of staff work with the children throughout the week, normally three staff work each session. More than half the staff are either qualified or are currently accessing training to gain an early years qualification. The pre-school is a member of the Pre-School Learning Alliance, and receive support from the Derbyshire Early Years Development and Childcare Partnership.

How good is the Day Care?

Breadsall Pre-School Playgroup provides good quality care for children.

Staff work well together to provide a warm and welcoming environment for both children and their parents. The staff are open and friendly, and the premises are bright, clean and well maintained. The room is organised well prior to children arriving, where a good range of toys and activities are set out attractively on low tables. The setting have procedures in place for appointing and vetting staff, although health checks for new staff are not carried out. Staff are committed to training and development and access early years courses to update their knowledge. There is a good system in place for keeping records, most of which are

kept as required.

The staff have a good awareness of safety and address issues as they occur, they maintain good supervision of the children. They follow good standards of hygiene and encourage children to learn about these during the session. Staff are aware of children's individual dietary requirements. All children are valued and included and have access to appropriate toys, resources and equipment.

A good variety of activities are provided which help children to progress in all areas of development. Staffs' interaction with the children is good, they show an interest in them and communicate well. Childrens' behaviour is managed positively. Children relate well to the staff and one another, they learn to take turns and share the equipment, they are happy and confident within the environment.

Staff work in partnership with the parents and carers. There is good information about the setting and its policies and procedures, although this is not easily accessible to parents. Staff communicate with parents on a daily basis to enable them to meet children's individual needs and care.

What has improved since the last inspection?

At the last inspection the group agreed to a number of actions which have all been satisfactorily addressed. To improve the safety of children within the setting, vetting procedures are carried out on all staff, cleaning materials are inaccessible to children, and staff have increased their knowledge of child protection by accessing training. To improve the partnership with parents and carers, there is a policy in place for the administration of medication and parental consent forms are in place.

What is being done well?

- Staff work well as a team, they interact well with the children and have a good understanding of their individual needs.
- Staff plan and provide a range of interesting activities to promote children's learning. Children are happy and confident within the setting.
- Staff manage the children's behaviour positively, taking into account individual understanding and maturity, this encourages children's self esteem and confidence.
- Staff work in partnership with the parents, they are friendly and supportive, and work together to meet children's individual needs.

What needs to be improved?

- the procedures for the employment of staff, to ensure they are suitable both mentally and physically to care for children
- the recording of accidents and existing injuries to ensure these include specific details of the injury and staff signatures

- the confidentiality of existing injuries
- the accessibility of policies and procedures 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
1	Ensure that there are effective procedures in place for checking that staff are suitable, both mentally and physically, to care for children.
7	Ensure accident and existing injury records include specific details about the injury, that these are all signed by staff and that the existing injury record is confidential.
12	Ensure policies and procedures are easily accessible to the parents.

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

How effective is the nursery education?

Breadsall Pre-School Playgroup offers good quality education. It provides a happy, welcoming and stimulating environment, where children are making generally good progress towards the early learning goals. They make very good progress in mathematical development, knowledge and understanding of the world and physical development.

Teaching is generally good. Staff work well together as a team, they plan an interesting and varied programme of activities. They use the Foundation Stage curriculum and cover the six areas of learning. Staff have set up an assessment system which shows children's progress towards the early learning goals and identifies targets for what they need to learn next.

Plans now identify how activities can be extended for the older or more able children, although these are not met in children's independence and recognising their own names and other familiar words. Children's behaviour is managed positively through praise. Staff manage their time well interacting with children at the activities and providing encouragement. Children with special educational needs are supported well.

Leadership and management of the setting is very good. There is a supportive management committee who work well together with the staff. Staff and committee are able to recognise their own strengths and weaknesses and act upon them. The group are committed to developing staff's knowledge and the education provision, through accessing support and training from outside agencies.

The partnership with parents and carers is very good. Parents receive a prospectus which includes information on the six areas of learning of the Foundation Stage Curriculum. Parents are encouraged to be involved in children's learning through linking activities with home and pre-school. A new system is being developed for sharing children's achievements and progress.

What is being done well?

- Relationships between staff and children are very good, ensuring that children are happy and confident within the setting.
- Children make good progress within mathematical development. Staff provide opportunities throughout each session which develops and reinforces children's understanding.
- Children's physical development is very good, staff provide a good variety of apparatus and challenge all children.
- Staff work well with the parents, there is an open and friendly environment. Parents have good information about topics and activities provided.

What needs to be improved?

- the challenges for the more able children when recognising their own names and other familiar words
- the independence of the more able children within routine activities
- the extension of opportunities for writing for different purposes
- the programme for music especially regarding opportunities for children to explore sound and rhythm.

What has improved since the last inspection?

Staff have addressed the actions from the previous inspection and have made very good improvement. Staff now have a new assessment system which covers the six areas of learning and the stepping stones, these identify targets and record what children have achieved. The story time is now organised in two groups, younger children and older or more able children. Staff ask children questions when reading stories enabling them to be more involved, they have updated books, and children choose books from the library van. More stimulating investigative activities have been provided for the older, more able children, such as floating and sinking, and growing activities. Additional challenge has been provided for more able children in the area of mathematical problem solving skills, such as adding and subtracting, this takes place throughout the session in all activities.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are confident and happy within the setting and settle well at the beginning of the session. They are interested in the activities and are motivated to learn. Children are forming good relationships with staff and children, they learn to take turns and share the equipment, with some four-year-olds having special friends. Children's independence is developing, although it could be extended for the more able children within routine activities, such as at snack time.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children have very good communication skills, they speak confidently in both small and larger groups. Children use language to talk about what they are doing. They learn to link sounds to letters. Children have favourite books and stories, and learn to handle books with care. They learn to write and recognise their own names, although this is not extended for the more able children and writing opportunities could be extended.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children show an interest in number and counting, they are motivated to learn through very good opportunities provided throughout the session. They count accurately to ten and recognise numerals to five, and above for some of the more able children. They learn to compare numbers, and recognise whether there are more or less within a group. Children are learning well about shape, size and position and are able to describe and identify.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are given good opportunities to explore and investigate a wide range of materials which they do using all of their senses. They learn about the natural world and living things and have opportunities to explore their environment. Through various topics they are learning about different cultures and beliefs. Children learn to use the computer and other information, communication, technology equipment. They enjoy making models using a variety of construction kits.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children use a good range of equipment to develop their physical skills, they move confidently with control and co-ordination. They show a good awareness of space as they move around the environment and access activities. Children learn about good hygiene and healthy eating. Children's manipulative skills are developing well through good opportunities to use various tools such as scissors, pencils, glue sticks and malleable materials such as dough.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children explore a variety of media and materials which help them to learn about colour, shape and texture. They respond in a variety of ways to what they see, smell, taste, hear and touch. Children are confident and engage in a wide range of imaginative and role play activities. Children enjoy singing songs and rhymes, and are exposed to a variety of recorded music and practise playing instruments, however they have fewer opportunities to explore rhythm and sound.

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

- extend the challenges for more able children when recognising their own names, other familiar words and for personal independence within routine activities
- provide more opportunities to develop writing for different purposes
- develop the programme for music, especially regarding opportunities for children to explore sound and rhythm.

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.