



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 113489

DfES Number: 523169

INSPECTION DETAILS

Inspection Date 20/09/2004
Inspector Name Marilyn Joy

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Fittleworth And District Community Playgroup
Setting Address School Lane, Fittleworth
Nr Pulborough
West Sussex
RH20 1JB

REGISTERED PROVIDER DETAILS

Name The Committee of Fittleworth & District Community Playgroup

ORGANISATION DETAILS

Name Fittleworth & District Community Playgroup
Address Fittleworth & District Community Playgroup
Youth Club Hut, School Lane,
Fittleworth, Nr Pulborough.
West Sussex
RH20 1JB

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

Fittleworth and District Community Playgroup is managed by a voluntary committee of parents. It opened in 1972. It operates from the community building next to the village school. It serves the local and surrounding area.

There are currently 23 children from two years to five years on roll. There are 14 funded three-year-olds. The playgroup supports children with special educational needs and children who have English as an additional language. Children attend for a variety of morning or afternoon sessions.

The group opens five days a week during school term times from 08:15 until 15:30. Morning or afternoon sessions are offered as well as a breakfast and lunch club.

There are six members of staff who work with the children. There are two with early years qualifications and one is currently working towards a recognised qualification. The playgroup receives support from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Fittleworth and District Community Playgroup provides good quality care for children. A welcoming environment is provided where children feel confident and secure. The premises are clean and bright. Attractive displays decorate the walls. A wide range of stimulating resources are available and accessible. The high staff ratio and good organisation enables children's needs to be supported well. Involvement in a quality assurance scheme and a commitment to training fosters continual improvement. Most documentation is in place.

Staff observe good health and hygiene routines and promote awareness with the children. Healthy and nutritious snacks are provided. Staff have a good knowledge of children's individual dietary requirements. Risk assessments have been carried out in most areas. Staff regularly check equipment to ensure it is safe. They have a good awareness of child protection issues and ensure parents are aware of the

group's responsibilities. All children have access to appropriate resources and activities are organised to promote inclusion. Policy and practice relating to the Special Educational Needs Code of Practice has not been updated.

A broad range of activities are provided to support children's development in all areas of learning. Staff interact well with children to promote their confidence and independence. They use effective behaviour management strategies to encourage children to understand the rules of the setting and behave well.

Partnership with parents is given a high priority. Parents are provided with a good range of information about the pre-school and their child. They are encouraged to be involved in their child's learning and the management of the pre-school. Written policy and procedures cover all operational aspects of the pre-school however they are not up-to-date. Staff have a sound knowledge of children's individual needs and respect parent's wishes regarding their care.

What has improved since the last inspection?

At the last inspection actions were raised. The pre-school was required to provide evidence that staff suitability has been checked. Evidence is available although not organised well. They were required to ensure staff and parents are aware of the medication policy, obtain written permission before administering medication and record any incidents that happen and inform parents. Appropriate policies and documentation are now in place. They were required to develop and review an operation plan and share with parents. Relevant documents are shared with parents and procedures have been updated although written policies are still being reviewed. The pre-school was required to ensure fresh drinking water is available at all times. This has been implemented and children help themselves.

The pre-school was required to ensure a risk assessment of the premises is carried out and that this is reviewed. Risk assessments are now undertaken although they do not cover all situations in sufficient detail.

What is being done well?

- The pre-school works in partnership with parents to meet children's individual needs in respect of their care, learning and play. Communication with parents is given a high priority. Parents receive detailed information about the activities and experiences their children are involved in with suggestions of how they can support their learning at home. They are kept up-to-date with children's progress and current issues through daily discussions and formal parent's meetings.
- A well-planned learning environment enables children to explore a wide range of stimulating activities. They are encouraged to make choices and select resources for themselves. Staff are interested in what children do and say they interact effectively promoting their language and understanding.
- Staff promote the good health of children with effective health and hygiene procedures and daily routines. Children are encouraged to develop good

routines for themselves such as washing their hands and healthy eating. They enjoy fruit at snack time and help themselves to drinking water whenever they are thirsty.

- Staff have a good understanding of behaviour management strategies and provide clear and consistent boundaries. They respond appropriately to unacceptable behaviour. Praise and encouragement is used to promote positive behaviour.

What needs to be improved?

- knowledge and understanding of the Special Educational Needs Code of Practice
- risk assessments of all areas
- detail in the written policies and procedures.

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
2	Ensure policies and procedures accurately reflect current practice.
6	Develop risk assessments to ensure they cover all potential hazards.
10	Improve staff knowledge and understanding of the Special Educational Needs Code of Practice and update the policies and procedures to reflect the specified requirements.

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

How effective is the nursery education?

Fittleworth and District Community Playgroup provides high quality nursery education which enables children to make very good progress towards the early learning goals in all six areas of learning.

The quality of teaching is very good. Key staff have a good understanding of the Foundation Stage and use this knowledge well to provide a challenging and supportive environment where children enjoy learning. The comprehensive system for planning ensures all areas of learning are included. Staff are deployed effectively. They provide positive role models and manage behaviour well. An exciting range of resources is easily accessible and attractive displays decorate the walls. Children are encouraged to be independent and make choices. Staff have a good knowledge of individual children and their level of development although the written assessment records do not reflect this. Staff build easy and trusting relationships with children and effectively support their development.

Leadership and management is very good. A secure management structure is in place to weather changes in the committee and staff. There is a strong commitment to continual development through regularly reviewing practise, training and involvement in a quality assurance scheme. Staff work well together as a team. Good liaison with the primary school aids children's transition into school.

Partnership with parents is very good. They are provided with a range of information about the pre-school and are encouraged to be involved in their child's learning. Formal parent's meetings, as well as daily discussions, keep parents up-to-date with their child's progress. Parents are aware of the planned curriculum and have opportunities to support this at home. Parents are confident with the care and learning their child receives.

What is being done well?

- Strong leadership and management as well as partnership with parents provides a sound foundation for children's learning. Effective communication and working together has a positive impact on children's development.
- Parents are involved in children's learning. Weekly activity sheets provide them with details of the planned learning intentions and suggestions about how they can support their child at home.
- The curriculum is carefully structured to ensure all children have opportunities to develop in each area of learning. Children are able to move around freely and select activities and resources for themselves. They have time to become engrossed and complete activities.
- Children's personal, social and emotional development is very good. Staff encourage children to make choices and form positive relationships with

others. Children are interested, motivated and have a positive disposition to learn.

- Staff work well together to promote children's development in all areas. They are very good at extending their language and understanding.

What needs to be improved?

- written records of children's progress.

What has improved since the last inspection?

Very good progress has been made since the last inspection when the pre-school was asked to provide more opportunities to develop children's knowledge about other cultures and beliefs. The curriculum now includes a variety of different festivals and celebrations. Resources reflect the diversity of British society and the wider world. Staff encourage children to respect each other.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested and keen to explore the range of activities available. Many become engrossed and concentrate on self-chosen activities. They seek support from staff if unsure and form positive relationships with others. Children are becoming aware of the rules of the setting and behave well. They learn to share and play co-operatively. Staff encourage children to develop confidence and independence through effective support and guidance.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are developing effective communication skills. Many listen attentively and join in with stories. Some confidently initiate conversations with others and contribute at circle time. Staff extend children's language and vocabulary well. They introduce sounds and letters for older children and help younger children to recognise their name. Children enjoy books and handle them well. They engage in activities to develop their pre-writing skills and practise emergent writing during role-play.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are developing their mathematical language and understanding during routine and planned activities that are well supported by staff. Children learn about speed, direction and size when playing with the cars. They are becoming aware of shape, space and measure when weighing ingredients for cooking, using shapes to create pictures and making puzzles. They practise counting during number rhymes and identify numerals when playing games. They make comparisons.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

An exciting range of activities encourages children's interest in the world around them. They find out about living things and the natural world, how the seasons change and the effect this has. Children are encouraged to ask questions and talk about their own experiences. Topics such as celebrations encourage children's awareness of other cultures and beliefs. They are interested in technology and perform simple functions on the computer. Many use construction tools and materials effectively.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are developing increasing control over their bodies when playing racing games or throwing a ball. They practise and develop their skills for using a wide range of materials and equipment. Many demonstrate increasing competence in handling tools for cutting, joining and shaping. They are developing an awareness of space, of themselves and of others. They show an awareness of healthy practices and begin to learn about their bodies from stories and topics.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children express themselves creatively when using a variety of different media and materials. They select their own resources and explore texture, colour and shape when painting, printing and collage. They enthusiastically join in with familiar songs and develop confidence in learning new ones. They play imaginatively with the small world sets and are beginning to create storylines together. The well-resourced role-play area stimulates children's imagination and interest.

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:

- ensure written assessments of children's progress reflect staff knowledge for all children.

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.