



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 131140

DfES Number: 585618

INSPECTION DETAILS

Inspection Date	08/10/2004
Inspector Name	Patricia Joan Latham

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Whaddon Under 5's Playschool
Setting Address	Jubilee Hall Stock Lane Whaddon Milton Keynes MK17 0LS

REGISTERED PROVIDER DETAILS

Name	The Committee of Whaddon Under 5's Pre-School 1069465
------	---

ORGANISATION DETAILS

Name	Whaddon Under 5's Pre-School
Address	4 Powis Lane Westcroft Milton Keynes Buckinghamshire MK4 4DR

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

The Whaddon Under 5's Playschool was re-registered in 1997 and is sited in the village hall of Whaddon on the outskirts of Milton Keynes. Children attend from the village and surrounding areas. The premises used comprise of one large L-shaped room, which can be partitioned in two, a kitchen and toilet facilities. There is also an enclosed area to the front of the building which is used for outside play.

The playschool caters for children from 2 to under 5 years. It is open Monday, Wednesday and Friday mornings from 09.30 until 12.00. There are currently 11 children on roll, 10 of whom are in receipt of nursery education funding. The group is able to support children with special educational needs or those who speak English as an additional language, although none presently attend.

The group is managed by a voluntary committee of parents who employ three members of staff. The present leader has relevant qualifications and other staff are undertaking relevant training. All staff have first aid training.

The playschool is a member of the Buckinghamshire Early Years Childcare and Development Partnership and the Pre-School Learning Alliance.

How good is the Day Care?

Whaddon Under Five's Playschool provides satisfactory care overall for children. This is a small group and staff work well as a team to offer a consistent routine to children. The premises are well maintained and offer ample space indoors and out for children's use. There is a wide range of resources available which are of good quality.

Children are safely supervised and all safety requirements are met. A healthy and hygienic environment is maintained and most written medical documentation is in place. Children are offered healthy snacks, but individual food allergies are not identified satisfactorily. The staff have a good understanding of child protection issues and the importance of working with relevant agencies.

Children are offered a broad range of activities which are linked into interesting themes. Staff meet children's individual care needs well and are involved with their play. There are strategies in place to support children with special needs. All children are encouraged to take part in activities and to respect the feelings of others. Children's behaviour is managed well and children learn good codes of conduct.

There is a good relationship formed with parents who are kept fully informed about their children to ensure continuity of care. The majority of documentation is well maintained. It is stored securely and retained for the appropriate length of time.

What has improved since the last inspection?

The playschool was asked to establish a policy and procedure that covered administration of medicines to children. This has been accomplished. They were also asked to complete an operational plan, which is now in place. This has helped staff maintain a settled environment for children through recent changes, by establishing consistent routines for all to follow.

What is being done well?

- Themes and topics are used to provide interesting, stimulating activities. Whilst following nursery rhymes and stories the children make porridge for the 'Three Bears' exploring the difference between hot and cold.
- A close relationship is formed between the staff and children and individual support is offered as needed. Staff involve themselves with children's play and the good staff ratios enable them to offer good support especially outside or when going on walks to collect leaves for painting.
- Parents are welcomed into the group and are encouraged to take part in their children's learning through a regular helpers rota. They are able to speak daily with their child's keyworker and are kept informed of children's progress.
- The resources available for children are of good quality and cover all learning and play needs. Children have access to a wide range of imaginary play equipment, presenting an amusing puppet show in a well stocked theatre and exploring their imagination whilst in the play tent.

What needs to be improved?

- written permission from parents allowing staff to administer first aid, or take children for emergency treatment
- recording of relevant information relating to any child who has an allergy, which is then made known to all staff and adults working in the setting
- maintenance of details relating to all visitors to the group whilst children are present
- contact details for Ofsted to be made more readily available to parents.

Outcome of the inspection
Satisfactory

CONDITIONS OF REGISTRATION
<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
<i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i>

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
7	Request written permission from parents for seeking emergency medical advice or treatment.
8	Identify clearly children's special dietary requirements, or information regarding allergies, and share with staff.

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

How effective is the nursery education?

Whaddon Under Fives Playschool provides good quality nursery education. Children make generally good progress towards the early learning goals. In personal, social and emotional, physical and creative development they are making very good progress.

Quality of teaching is generally good. Staff have an understanding of the early learning goals. However, activities are not planned to ensure all areas of learning are covered and observational recordings do not reflect children's ongoing progress. Staff offer good support to younger children and there are good procedures in place to support children with special needs. They link activities into interesting themes and offer a balance of small and large group work encouraging language skills in all activities. However there are few practical activities planned for some aspects of literacy or maths and missed opportunities to use time and resources effectively to extend children's learning. Children's behaviour is managed well and staff act as good role models, offering clear direction.

Leadership and management of the group are generally good overall, but has suffered from several staff changes. However, present staff work well as a team and are undertaking relevant training. They follow an established daily routine and daily activity plan which states desired learning intentions. There are no long term written plans nor a procedure for evaluating activities to ensure learning aims are completed or all aspects of the curriculum covered.

Partnership with parents is very good and they are regularly encouraged to take part in children's learning. They are able to speak to staff and access records at all times.

What is being done well?

- Children's imagination is well developed. They express their ideas and feelings through role play and creative activities. They take on the roles of adults, playing the part of ushers as well as puppeteers whilst doing their puppet show.
- Children demonstrate a high level of self confidence and an ability to adapt to situations. When a puppet is dropped during their performance they instantly change their script to include the mistake.
- Parents are involved with the group and the care of their children. They are kept informed of any changes that impact on the educational provision and are encouraged to take an active part in their child's learning. They can help support children during daily activities and are asked to contribute towards children's achievement profiles.
- Interesting themes are used to link activities and provide learning

opportunities. During the theme of autumn children go for a walk, collect leaves and look at the changes in nature around them. They make their own collage using the leaves and talk about the differing colours.

What needs to be improved?

- practical activities for children to extend skills in counting, number recognition and calculation and in linking the sound and shape of letters and formation of letters
- observational recording of children's attainment to enable ongoing progress to be easily identified
- planning and evaluation of the curriculum to ensure all areas of learning are covered, learning intentions met and activities meet the learning needs of all children

What has improved since the last inspection?

There has been generally good progress overall since last inspection. There is now an established procedure for the assessment and observation of children with special educational needs.

The second key issue was to involve parents more in the system for recording children's progress. Parents are now asked to record ongoing progress at home and these records form part of the children's profile. However, these, along with staff's recordings, are not linked into the stepping stones to easily identify progress. This is carried into a new key issue.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are eager and enthusiastic about undertaking activities. They are confident about working together and making choices. Children concentrate well, carefully completing their leaf collage. They behave well, following instructions, sharing resources and helping each other to clear up. They are sensitive to the needs of others ensuring that an adult is given a cushion when sitting down.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children use language well to communicate ideas and to express themselves through speech. They are developing emergent literacy skills making marks and recognising familiar words such as their name. However, there are limited practical opportunities for them to link the shape and sound of letters or to practise writing skills. Children enjoy a range of books and can follow a story line anticipating what comes next.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are developing early number counting skills, although there are limited opportunities offered for more able children to extend and practise this further. Children are developing their mathematical language. They make comparisons between shorter and longer, heavier and lighter objects whilst learning about weight and length. They show an understanding of shape and pattern, but there are few activities planned to enable them to develop number calculation.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children examine and investigate objects and the environment, noting the difference in autumn and what things float. They build and reconstruct using various materials and objects, but there are missed opportunities to use technical resources available to support learning. Children have an understanding of time and various events in their own lives, and a growing awareness of their own and other cultures.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are gaining control over their body movements, practising climbing and balancing skills. They are aware of space around them and can throw and catch objects with ease. They use equipment, such as bikes, trampoline and scissors with control and safety. Children have a growing understanding of how their bodies work and keep healthy, for example learning to wash their hands before eating.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children use their imagination in a broad range of creative activities. They enthusiastically take part in role play, making up their own stories and enjoy singing songs and making music. They express their imagination through art and craft making colourful collages and painting print pictures. Children explore and develop all of their senses tasting, smelling and feeling a variety of objects and malleable materials.	

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

- develop the planned curriculum to include practical activities to extend skills in counting, number recognition and calculation and to link the sound, shape and formation of letters, along with an evaluation procedure to ensure that learning intentions are met
- systematically record observations of children's attainment so that ongoing progress can be easily identified.

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.