



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 511090

DfES Number: 518401

INSPECTION DETAILS

Inspection Date 30/09/2004
Inspector Name Tonia Chilcott

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Littleton Pre-school Playgroup
Setting Address HALLWAY
LITTLETON
WINCHESTER
HAMPSHIRE
SO22 6QL

REGISTERED PROVIDER DETAILS

Name The Committee of Littleton Pre-School Playgroup

ORGANISATION DETAILS

Name Littleton Pre-School Playgroup
Address The Hall Way
Littleton
Winchester
Hampshire
SO22 6QL

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

Littleton Preschool Playgroup opened in 1975. It is registered to care for no more than 26 children from two years to under five years of age.

It operates from Littleton Memorial Hall. The Preschool serves the local area.

There are currently 20 children from two to five years on roll. This includes 19 funded three year olds and 0 funded 4 year olds. Children attend for a variety of sessions. Children with special needs and English as an additional language are supported.

The group opens four days a week during school term times. Sessions are available on Monday, Wednesday, Thursday and Friday mornings and are from 09:15 until 11:45.

Five part time staff work with the children. Two have early years qualifications. One staff member is currently on training programmes. The setting receives support from a teacher from the Early Years Development and Childcare Partnership (EYCDP).

How good is the Day Care?

Littleton Preschool Playgroup provides satisfactory care to children.

The group ensure that all staff are suitably checked before working directly with children. Space is used well to ensure that children are able to freely access all activities within the warm and welcoming environment, although at times insufficient staff are working directly with the children. Children access a wide range of stimulating toys and equipment. Most relevant documentation is in place, although policies and procedures are not consistently shared with new staff.

There are effective systems in place to ensure that children and staff are aware of the emergency evacuation procedures, however children occasionally have access to unsuitable areas of the setting. Children are encouraged to have good hygiene practices and understand when and how to wash their hands for instance. Children

enjoy a range of healthy and nutritious snacks but are unable to freely access drinks throughout the sessions. Staff have a positive attitude to caring for children with special needs and all children are treated as individuals. The person in charge has a thorough understanding of child protection procedures.

Staff provide a caring environment that allows children to feel secure and ensure that children are treated as individuals. Effective links have been made with other agencies that are involved with supporting children with special needs. Staff have developed positive procedures to manage children's behaviour and as a result most children behave well. Staff work well with parents to encourage parents to become involved with the group and have effective procedures in place to ensure that parents are regularly informed of their children's progress.

What has improved since the last inspection?

Not applicable

What is being done well?

- Space is used well ensuring that the environment is warm and welcoming. Children are able to move freely around the preschool. A wide variety of children's work, posters and information are displayed that makes the preschool immediately welcoming to parents and children.
- Children are able to access a wide variety of stimulating toys and equipment that meet the needs of all children attending. The toys available provide a variety of challenges. Children confidently request further toys and equipment from staff.
- The systems to ensure that children with special needs are supported work well. The staff have developed close links with other professionals to ensure that all children are included and supported appropriately.
- The partnership with parents effectively ensures that parents are fully informed of their child's progress and development. Staff have developed strong and professional relationships with parents and as a result many parents are happy to come into the group and share their experiences and knowledge with the children.

What needs to be improved?

- documentation, to ensure that permission is received in writing from parents to seek emergency treatment and that the registration system records the times of arrival and departure of children and visitors
- the system to induct new members of staff, to ensure that they have prompt access to all policies and procedures
- safety, to ensure that children only access suitable areas of the hall and that there are sufficient staff working directly with children

- the systems to ensure that children have free access to drinks.

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	Develop the systems for induction of new staff, ensuring that they have access to all written policies and procedures upon commencement of employment.
6	Ensure that children are unable to access the kitchen or storage area without adult supervision, and that sufficient staff are working directly with children at all times.
8	Provide children with further opportunities to access drinks.
14	Ensure that the registration system clearly records the times of arrival of all children, staff and visitors to the groups and that written permission is sought from parents to allow emergency medical treatment or advice to be obtained.

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

How effective is the nursery education?

Littleton Preschool Playgroup provides good quality nursery education. Children make generally good progress towards the early learning goals in all areas of learning.

The quality of teaching is generally good. The supervisor has a good understanding of the Foundation Stage, however some staff do not have as clear an understanding, and as a result are not consistently able to extend and adapt activities to meet the individual needs of children. Children's behaviour is managed well, although staff deployment occasionally allows incidents to go unchallenged and some activities sometimes having limited adult support. Staff organise the indoor space well to create a stimulating environment where children can select their chosen activity. Some staff are involved in the planning however plans lack detail of the intended learning outcome and how children can be extended further. Assessments of children are undertaken and although observations are recorded regularly they do not clearly identify the children's progress towards the stepping stones.

Leadership and management is generally good. There are clear management structures and systems in place to appraise staff and identify further training needs. There is not yet a system in place to monitor and evaluate the educational provision and as a result not all areas of the curriculum are consistently included in the planning and incidental opportunities to extend children are often missed. Staff provide a caring environment and are committed to improving.

The partnership with parents is very good. Parents are provided with good quality information about the setting. Parents spend time talking to staff informally, or are able to access their children's assessment records at any time ensuring that they are aware of the children's achievements. There are procedures in place to encourage parents to be involved in their children's learning and many help out during the sessions.

What is being done well?

- The partnership with parents is very good. Staff welcome and encourage parental involvement in their child's learning. There are excellent procedures in place to ensure that information is shared regularly with parents about the children's development and daily achievements. Parents happily come into the group and share their skills and interests with the children.
- Relationships within the preschool are excellent. Staff value every child as special and as an individual. This ensures that the children are confident, sociable and have caring relationships with one another and adults.
- The staff and committee have a strong commitment to improving. They

actively seek suggestions from parents and professionals and implement any ideas effectively and promptly. The staff team provide a caring and calm environment for the children.

- Children with special needs are supported well. Staff access a variety of support and advice from outside agencies to ensure that the needs of all children are met.

What needs to be improved?

- the organisation of the session so that all staff fully support children throughout all activities
- the systems to assess the educational provision to ensure that all areas of the curriculum are planned consistently and the information gained from assessments of the provision and the children clearly inform the planning
- staff's knowledge and understanding of the Foundation Stage.

What has improved since the last inspection?

Generally good progress has been made since the last inspection. Children's progress is regularly recorded in a thorough and informative manner. However, although the records are recorded against the early learning goals, no reference is made to the stepping stones to allow staff to plan the children's next steps in learning effectively.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

The children are confident, work well together and independently and form good relationships with adults and other children. They confidently select activities and are learning to share and take turns. Children happily initiate ideas during activities, for instance during the theatre activity. Children participate in activities and learn about different cultures and beliefs of others. Most children behave well although some are distracted when sat for long periods.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

The children's spoken language is developing well and they are confident speakers and many engage easily in conversations. Most listen with interest to stories and some are learning to handle books correctly. Some children are learning to read their own name, however children have limited planned activities to link sounds to letters. Children regularly practice writing for different purposes, for instance in the role play area

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children have opportunities to experience the use of numbers one to 10. Most children are able to count to five and beyond and some children are beginning to recognise written number. Some children enjoy activities which give them an understanding of shape, for instance whilst playing matching games. Some children are beginning to recognise when they have the same number of objects. However children are often limited in the incidental opportunities available to count and calculate.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children enjoy using their senses to explore in practical activities, for instance whilst taking part in the listening activities. Children access some planned activities that encourage them to explore and investigate, for instance whilst playing in the sand. Some children are able to discuss past and present events in their lives. Children construct confidently with a range of resources and have some planned opportunities to access information technology, for instance the tape recorders.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children demonstrate a good sense of space and move confidently during physical activities and when negotiating the various activities. They are gaining an understanding of how they can keep healthy, for instance many are aware of the when and how to wash their hands. Some children are developing increasing control of one handed tools like paintbrushes. However children have limited planned opportunities relating to some areas of physical development.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children enjoy participating in singing sessions and regularly explore sound and musical instruments. Children respond and are learning to communicate satisfaction or frustration verbally. Children use their imaginations well in role play situations, but they are not always able to freely express themselves in art and craft activities which are sometimes adult led and not resourced adequately. Many children are able to confidently recognise and name many colours and identify their favourite.

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

- Ensure the organisation of the sessions allows staff to support children's learning appropriately.
- Further develop the systems for assessment of children's progress and the educational programme, ensuring that the information gathered is used to clearly inform the planning and identify the children's next steps in learning.
- Develop staff's understanding of the Foundation Stage to ensure that staff are able to confidently make better use of planned and incidental opportunities to extend children's learning further.

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.