



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY222062

DfES Number: 539423

INSPECTION DETAILS

Inspection Date	12/10/2004
Inspector Name	Judith Chinnery

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	St Winefrides Playgroup
Setting Address	Upper Floor 43 Garendon Road Shepshed Leicestershire LE12 9NU

REGISTERED PROVIDER DETAILS

Name	St Winefride's Playgroup 505725
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ORGANISATION DETAILS

Name	St Winefride's Playgroup
Address	Upper Floor 43 Garendon Road Shepshed Leicestershire LE12 9NU

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

St Winefrides Playgroup opened in the early 1970's at St Winefrides Church Hall. In 1993 the playgroup moved to its present location in the Craft Centre, which is a council owned building. The group has sole use of the large upstairs room and secure outdoor play area. Families using the group are from Shepshed and the surrounding area.

There are currently 67 children from two to five years on roll. This includes 48 funded three-year-olds and six funded four-year-olds. The group supports three children who have special educational needs.

The group opens five days a week during term time. Sessions are from 09:15 until 12:00, Monday to Friday and from 13:15 until 16:00, Monday to Thursday. Children can attend a variety of sessions.

There are two full time members of staff and six who work part-time with the children. There are three members of staff who have early years' qualifications, while five members of staff are currently completing a training programme. The group receives support from a mentor teacher from the Leicestershire Early Years' Development and Childcare Partnership.

How good is the Day Care?

St Winefrides Playgroup provides good care overall for children. The well established staff team work effectively together. Attractive displays of children's work provides a warm welcome for families into the group. Plentiful resources encourage most children to learn, although there are limited resources in some areas, such as technology, which help older children to make progress. Records are kept accurately and up-to-date and contribute well to the efficient and safe running of the group.

Children are very safe in the group, where staff are knowledgeable and vigilant about ensuring that there are suitable safety precautions in place. Accidents and medication are dealt with effectively, but some hygiene practices, such as hand

washing before snack time, are not always promoted well. Children have regular access to fresh drinking water and a variety of snacks, which include fruit. Equality of opportunity is implemented well in the group, where staff are careful to adapt activities to ensure that all children are included. Children with special needs are cared for sensitively. Staff work closely with parents to provide care which meets their individual needs. Staff's knowledge of local area child protection guidelines is sound.

A planned programme provides children with a wide range of worthwhile activities. Most children are making some progress across all areas of development. They confidently approach activities and are forming very good relationships with staff and each other. Children behave very well in the group. They are growing in their willingness to share, and are aware of the clear boundaries set by staff.

Partnership with parents is good in most areas. Staff provide good information about the group and build warm relationships with parents. Information about children's care is shared regularly and opportunities for parents to stay for a session to help has a positive impact, giving parents a good insight into the group.

What has improved since the last inspection?

At the last Children Act Inspection the group was asked to make improvements to aspects of record keeping and safety.

Since then, the group has made good improvements in these areas. Records are kept which show that all adults working with children are vetted and suitable to do so. A useful registration system records time of arrival and departure for all staff, children and visitors, while the complaints procedure has been reviewed and now includes the regulator's details. All these contribute well to the safety of the children and the efficient running of the group. Staff have also conducted a risk assessment and identified and reduced hazards to children. The external door has been fitted with a bell, as has the playgroup door. A locked gate is also in place, ensuring the safety and security of the children being cared for.

What is being done well?

- Children can move and play freely in a space which is well organised and planned by staff.
- Children are very safe in the group, where staff are vigilant and ensure safety precautions are fully implemented.
- Children are warmly welcomed into the group where their work is attractively displayed. Time is made by staff to support children in feeling safe and secure.
- Children with special needs are included well in the group. Staff adapt activities to ensure they are available for all children. Staff work closely with parents to ensure that the individual needs of children are met.

What needs to be improved?

- hygiene practices around snack time
- resources which promote learning and which enable children to make sufficient progress in all areas of their development

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
5	provide a suitable range of resources, in order to meet the developmental needs of children from three to under five years.
7	ensure good hygiene practices are in place regarding hand washing

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

How effective is the nursery education?

The provision for children is acceptable, but their progress towards the early learning goals is limited by significant weaknesses in many areas.

The quality of teaching has some significant weaknesses. Staff work well together to manage children's behaviour effectively. They are consistent and support children well in learning to share and take turns. Staff are seeking to enhance their knowledge of the foundation stage, undertaking various relevant courses. While assessments of children's progress are used to set targets for their next steps, this information is not used effectively in planning. Plans cover all six areas of learning, but staff do not make links with assessments or set appropriate learning intentions. Although the methods used to teach children are varied and allow children to explore some activities for themselves, many activities such as art and craft are heavily directed by adults. Challenges offered by staff are insufficient in many areas and limit children's ability to make progress, especially for four-year-olds. Resources are sometimes used well to support children's learning, although there are some gaps in technology, reading and writing.

Leadership and management is generally good. The management committee supports the group well in most areas, while the well established staff team work closely together. With the support of a local authority mentor teacher the group has been able to implement plans for future work, although, as yet, they do not effectively monitor and evaluate their educational provision for all children.

Partnership with parents has some areas of significant weakness. Staff work hard to keep parents well informed about the setting and its provision for children. However, there are few opportunities for parents to share and participate in the progress their children are making towards the early learning goals or to become involved in their child's learning in meaningful ways.

What is being done well?

- Children's personal and social development is generally promoted well, with staff supporting children effectively to settle quickly and make friends. Children are keen to become involved in activities.
- Children behave well in response to the clear and consistent boundaries set by the staff.
- Staff are committed to developing warm and close relationships with children and parents so that children feel secure and become confident and want to learn.

What needs to be improved?

- staff's knowledge of the foundation stage
- assessment of children's progress and the setting of targets in what children need to do next
- plans which link to assessment, which cover all aspects of the stepping stones towards the full range of early learning goals, and are built on what children are interested in and need to do next
- methods used to teach children, particularly in creative development, circle and snack time
- challenge offered to children in activities, especially for four-year-olds
- resources which support children's learning particularly in reading, writing and technology
- evaluation and monitoring of the educational provision
- involvement of parents in their children's learning and progress.

What has improved since the last inspection?
N/A

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are keen to become involved in play and often stay for some time at activities. They settle quickly leaving their carer with confidence and are now starting to form close relationships with familiar staff. Children behave well and are beginning to share and take turns willingly with little support. They have a strong sense of belonging to their family group. However, while they are willing to tackle some tasks, children are making too little progress in using their independence skills.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Significant Weaknesses
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Children are willing to speak and use sentences with a growing vocabulary. They attempt to give explanations about their intentions and listen well to instructions. Children are beginning to understand how to handle books, but rarely approach the book corner spontaneously. Children make use of drawing activities to make marks but are unable to make sustained progress in handwriting and learning that print carries meaning. They are also less able to distinguish sounds and letters.

MATHEMATICAL DEVELOPMENT

Judgement:	Significant Weaknesses
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Most children are able to count by rote to ten, while a few children are beginning to use some numbers in their play. Children are familiar with common shapes and use some size language, such as big and little. They are limited in their ability to experiment with number problems and are less familiar with adding and taking away, particularly in everyday routines, such as snack time.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Significant Weaknesses
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Children are interested in their environment and like to see how things grow. They join construction materials together purposefully and their understanding of other cultures and beliefs is developing. However, children are less able to experiment with simple technology and four-year-olds are unable to extend their knowledge of the world around them. Children are making little progress in developing a sense of time, other than talking about the days of the week and their recent holidays.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children move confidently and in different ways such as climbing and running. They move easily around equipment and each other. They enjoy manipulating dough and can skilfully thread beads. Most children are able to use tools and small implements competently and safely. They are also aware of their own personal needs. However, older more able children are insufficiently challenged and less able to make progress in this area.

CREATIVE DEVELOPMENT	
Judgement:	Significant Weaknesses
	<p>Most children know common colours and enjoy painting. They have a growing repertoire of rhymes and songs and spend time using resources in the home corner to support their imaginative play. However, children's opportunities to create their own artwork in two and three dimensions is limited. They are less able to explore and recreate rhythm in response to a variety of music. Children take pride in their achievements but are less experienced in using their senses to explore the environment.</p>

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable but has some significant areas for improvement. Children's progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- develop the assessment of children's progress to set targets which are shared and agreed with parents to provide activities which build on children's interests and what they need to do next
- develop plans which are clearly linked to the targets for individual children and which set appropriate learning intentions, which ensure that children are offered activities in all aspects of the stepping stones regularly and consistently to embed their learning and enable them to make progress
- ensure that methods used to teach children are appropriate for their age and stage and allow them to experiment and lead activities for themselves. Ensure that this includes appropriate and sufficient challenge for older more able children, particularly in early reading, writing and technology skills
- develop systems for evaluating and monitoring the educational provision offered to the children, so that staff have a clear idea of what they need to do next
- develop ways to enable parents to share in and be involved in their child's progress and learning.

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.