



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 116827

DfES Number: 540622

INSPECTION DETAILS

Inspection Date 02/02/2004
Inspector Name Anne Jeanette Faithfull

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Crescent Under 5's Playgroup
Setting Address c/o Alfred Sutton Primary School
Wokingham Road
Reading
Berkshire
RG6 1JR

REGISTERED PROVIDER DETAILS

Name The Committee of Crescent Under 5's Playgroup 1052936

ORGANISATION DETAILS

Name Crescent Under 5's Playgroup
Address Wokingham Road
Reading
Berkshire
RG6 1JR

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 Crescent Under 5's Playgroup opened in 1975. It operates from the Horsa Hut in the grounds of Alfred Sutton Primary School in Reading. The playgroup serves the local area.

There are currently thirty-seven children from two to five years on roll. This includes thirty-five funded three year olds and two funded four year olds. Children can attend the playgroup six weeks before their third birthday. Children attend for a variety of sessions. The setting currently supports a number of children with special needs and who speak English as an additional language.

The group opens five days a week during school term time. Sessions are from 09.15 to 11.45 the children have the opportunity to attend the lunch club from 11.45 to 12.45.

Ten members of staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. Two members of staff are currently working towards a recognised early years qualification. The setting receives support from a teacher from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Crescent Under 5's Playgroup offers good quality care for children. The staff work well together as a team and provide a warm, welcoming and secure environment for the children and parents. The staff organise and plan the session to include a wide range of interesting and stimulating activities, which encourage the children to play, develop and learn. Children have the opportunity to self-select from a wide range of resources provided for them daily.

The staff are aware of safety issues and encourage the children to be aware of their own safety both indoors and outdoors, regular safety and risk assessments take place. Most documentation is in place. Staff encourage the children to be aware of personal hygiene and develop independence in their personal care. The staff know

the individual needs of the children well. Good support is given to children who do not have English as their first language.

Staff have high expectations of behaviour, which the children respond to positively, the staff are very good role models for the children, they continually offer praise and encouragement. The children are well behaved and secure in their environment. Staff are aware of child protection concerns and the procedures to follow.

The staff have developed a good relationship with the parents, the parents are informed of any events via the parents noticeboard or newsletter. Staff exchange verbal information regarding the children daily. Policies and procedures are in place.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Staff provide a range of activities and experiences which are stimulating and interesting for the children and help to promote all areas of children's development and learning.
- All children are valued and respected. Staff are aware of each child's individual needs and meet those needs, good support is given to children who speak English as an additional language.
- The children are well behaved and respond positively to requests from staff. They have a good relationship with each other and the staff.
- Staff have developed good relationships with the parents, they are happy with the care and education their child receives and the daily feedback given on their child.

What needs to be improved?

- documentation, to record when staff and children are present
- documentation, for the administration of medication.

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 daily registers record when children and staff are present.
7	Ensure medication forms record who witnessed the dose given to child.

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

How effective is the nursery education?

Crescent Under 5's Playgroup provides high quality nursery education where children are making very good progress towards the early learning goals.

Teaching is very good. Staff knowledge and understanding of the early learning goals is very good and enables them to work together as a team to provide suitable activities and experiences both indoors and outdoors to ensure children make very good progress in all areas of learning. Staff are effective in their use of questioning to encourage children's thinking and communication skills. Staff have effective strategies to manage children's behaviour and encourage children to share and co-operate, relationships between staff and children are very good.

A planning and assessment system is in place and is used well to check and record the children's progress towards the early learning goals, however no formal evaluation takes place on the activities offered. There is very good support for children who have English as an additional language, they have the opportunity to listen to stories read by a member of staff in their own language, systems are in place to support children with special needs.

Leadership and management are very good. The committee and staff work well as a team and are committed to ongoing development of staff and continued improvement in the quality of education provided. The staff value the support of the committee. The appraisal system in place for the staff ensures a continuing commitment to the children's education and on-going training for the staff.

The partnership with parents is very good and contributes to the children's progress towards the early learning goals. Parents are encouraged to participate in a number of ways including the parent's rota, which enables parents to experience the daily resources and activities offered. Parents are given verbal feedback regarding their child's progress.

What is being done well?

- Children's personal, social and emotional development is very good. They are confident, competent and interested in learning.
- Staff work well together as a team to provide interesting and stimulating opportunities both indoors and outdoors.
- Children's communication skills are very good. They are confident in their interaction with staff and can express themselves well. Good support is given to children who speak English as an additional language.
- Good relationships are in place with parents. They are encouraged to be involved with their child's learning and are well informed about their child's progress.

What needs to be improved?

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| <ul style="list-style-type: none">● the evaluation of planned activities. |
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What has improved since the last inspection?

N/A this is the first inspection for funded children.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident, interested, enthusiastic and eager to participate in all activities. They can express themselves well. Relationships are very good with each other and staff; the children show consideration and support for others. Children negotiate well with each other and have a clear understanding of right and wrong.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children communicate and listen well to each other visitors and staff. Children's contributions in circle time are encouraged and valued. Many of the children are beginning to recognise and write their own name. Activities provided foster language and literacy skills. Staff effectively make good use of open-ended questioning to extend children's thinking and communication skills.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Staff use everyday situations to extend children's counting and number skills. Staff provide good opportunities through planned and practical activities to enable the children to experience shape and size. Good use is made of the outdoor area to extend children's understanding of number, addition and subtraction by the use of the outdoor abacus.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Staff make effective use of circle time to draw on children's past and present events in their lives and the lives of others. Children are confident in their use of technology. Children have good opportunities to question why things happen and how things work. Good use is made of the outdoor area to enable children to plant seeds and bulbs.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Staff effectively use role-play sessions as different animals to promote children's physical development indoors children have the opportunity to crawl, hop and jump. Children are given the opportunity through a variety of different activities to effectively use both malleable materials and tools. Children are confident in their personal independence skills and show an awareness of basic hygiene.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children are able to express their ideas and feelings and to explore their senses through a wide range of activities. They are encouraged to use their imagination for example in the "Post Office" area. Children have the opportunity to select musical instruments to play and are encouraged to sing familiar songs and rhymes. Children use a variety of materials to explore texture, shape and colour.

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:

- There is no significant weakness to report but consideration should be given to improve the following
- ensure more formal evaluations take place on activities offered.

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.