



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 508145

DfES Number: 584327

INSPECTION DETAILS

Inspection Date 08/07/2004
Inspector Name Diane Lynn Turner

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Nafferton Playgroup
Setting Address The Village Hall
Middle Street
Nafferton
East Riding of Yorkshire
YO25 4JS

REGISTERED PROVIDER DETAILS

Name The Committee of Nafferton Playgroup Committee

ORGANISATION DETAILS

Name Nafferton Playgroup Committee
Address The Village Hall
Middle Street
Nafferton
East Riding of Yorkshire
YO25 4JS

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

Nafferton Playgroup is an established group that has been operating for over 20 years. It was originally registered to provide sessional care but in 2002 became registered to provide full day care. It operates from the village hall in Nafferton, a rural village situated on the outskirts of Driffield. It is run by a parent committee and is a member of the Pre School Learning Alliance (PLA). The facilities comprise of two play rooms with adjacent toilet and kitchen facilities. There is no provision for outdoor play but children are taken for walks in the immediate area and provision is made for physical activities within the main playroom.

The group is registered for a maximum of 26 when care is provided in the main play room and 10 when using the smaller room. Children from two and a half to five years attend. Opening times are between 09.10 and 15 10 Monday to Friday during term time only and the group serves the local community and surrounding area. There are currently 51 children on roll including 18 three-year-olds and 18 four-year-olds in receipt of nursery education funding. Children with Special Educational Needs (SEN) and those with English as an additional language are welcome to attend, and the group is currently offering support for SEN.

There are seven members of staff working directly with the children, five of whom have a relevant level three qualification. In addition there are two lunch time supervisors. They receive support from the development workers at the Early Years Development and Childcare Partnership (EYDCP) and the PLA.

How good is the Day Care?

Nafferton Playgroup provides good quality care for children. The group is run by friendly staff who have a clear understanding of their role and work well together as a team. The premises are safe and maintained to an acceptable standard. The building presents some constraints but staff overcome these to provide a warm, welcoming and organised environment where children have access to a broad range of toys and play equipment.

Staff have a high level of awareness of all risks to children's safety. There are effective procedures to identify and minimise hazards, ensure good hygiene practices and protect children from possible abuse. Staff are aware of children's dietary needs and preferences and these are taken into account when providing snacks. Children's access to drinking water however needs to be improved.

The children's individual needs are known, understood and met by staff who have a commitment to ensuring that all children have equality of opportunities and access to activities. A good range of well planned practical activities is provided. Staff support children well and help to lay good foundations for learning in preparation for the children moving on to school. They set clear boundaries for behaviour that are maintained in a caring and consistent manner.

Parents are made very welcome. Information they receive about the provision is clear and there are effective systems in place to share information on a daily basis and keep them informed about their child's progress. Most of the required documentation is in place. It is well organised and stored securely but occasionally lacks detail.

What has improved since the last inspection?

not applicable

What is being done well?

- Staff demonstrate a clear understanding of their role, are attentive and offer a good range of activities and experiences to enable the children to develop their knowledge and understanding in all areas.
- Good support is provided for children with specific needs. Staff work closely and effectively with parents and seek help and advice from outside agencies when required.
- Staff demonstrate a high level of awareness of all risks to children's safety. This is evident from their recent successful completion of two levels of a safety assessment scheme.
- Good hygiene routines are promoted. As a result children have a good understanding of why they need to wash their hands before eating.
- High priority is given to developing the partnership with parents and carers. A friendly relationship is evident and there is very good communication.

What needs to be improved?

- the documentation in relation to lost children and visitors records
- the children's access to drinking water.

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	Produce a statement detailing the procedure to be followed in the event of a child being lost.
8	Ensure children have access to drinking water at all times.
14	Improve the recording of visitors to the group to include the times of arrival and departure and reason for the visit.

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

How effective is the nursery education?

Nafferton Playgroup provides a happy and welcoming environment where children make generally good progress towards the early learning goals. Very good progress is being made in communication, language and literacy and knowledge and understanding of the world.

Teaching is generally good. There is a good level of qualified staff who demonstrate a sound knowledge and understanding of the foundation stage curriculum. They provide a good range of worthwhile and practical experiences in most areas. They are good role models for the children to follow, manage behaviour appropriately and make good use of positive encouragement. Effective questioning is used during planned and free play activities to develop children's understanding and encourage their thinking and good support is provided for children with specific needs. However, opportunities are missed for children to use counting and simple calculation during everyday routines and some activities do not provide sufficient challenge or the opportunity for independent choice and creativity.

The leadership and management of the group is generally good. The committee is well organised and supports the staff effectively in ensuring children's safety and well being. Staff work well as a team. They are effectively lead by the manager and are clear about their roles and responsibilities. They share their individual skills to support each other and show a commitment to improving their knowledge and updating their practice through training. The system however, to monitor the educational programme is not effective in some areas.

The partnership with parents and carers is very good. Parents and staff have a friendly relationship and they are kept well informed about forthcoming events and activities. The children's records of progress are made readily available at all sessions and the regular parent days provide good opportunities for them to fully discuss all aspects of their child's development and progress.

What is being done well?

- Children have very good opportunities to develop their fine motor skills and use these during mark making. As a result they are able to confidently write their names and draw very detailed and recognisable pictures.
- Staff make very good use of the group's daily treasure bag time. Children are encouraged to bring objects from home to share with the group and this provides good opportunities to develop their language and listening skills and value what others have to say.
- Children have good opportunities to learn about time through both topic work and regular discussion about the date and days of the week.

- Staff work very well together as a team. They are clear of their roles and responsibilities and effectively support children in their play. They are attentive and provide a secure environment which enables the children to develop their confidence and self esteem.

What needs to be improved?

- the accessibility of some resources
- the planning of activities regarding some areas of children's mathematical, creative and physical development
- the system to monitor the effectiveness of the educational programme.

What has improved since the last inspection?

At the last inspection the setting was asked to: improve language and literacy by helping children to recognise letters by shape and sound, teach them to associate patterns in letters and words, help them form letters to develop early writing skills, teach them to write their names, make books more accessible, provide more teacher directed activities and more in-depth work for the older children, improve mathematics by helping children to develop an understanding of simple addition and subtraction in practical ways, use counting games more regularly, increase resources to develop opportunities for dance and make more effective use of equipment to promote sound exploration.

Good progress has been made since the last inspection in addressing these issues.

Letters are now displayed around the play room with a letter and it's sound being introduced each week, mark making is offered as a regular planned activity when staff support children in writing their names, the book area has been made more inviting by the provision of a book tent and comfortable seating, more focused activities are planned for the older children that provided challenge, number songs are offered on a regular basis to develop an understanding of simple addition and subtraction, a variety of number games are available, tapes and cds have been purchased to support dance and movement activities and staff regularly plan for the use of musical instruments.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are keen and motivated to learn. They enthusiastically try out new ideas and experiences and show good levels of concentration in both large and small groups. They are confident, very settled and have good relationships with adults and each other. Their behaviour is generally good and they follow instructions well. They are confident in their self care but the opportunities for them to make independent choices and access activities other than those set out by staff are limited.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children demonstrate good speaking and listening skills. They are keen to initiate conversation and confidently describe what they are doing. They enjoy listening to stories, know that print carries meaning and are confident to predict what might happen next. Most can recognise their first names and they are beginning to write these correctly with well-formed letters. They produce very detailed drawings and confidently use writing for different purposes in activities such as role play.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Most three and four-year-olds demonstrate that they can count reliably up to ten. They are able to recognise some numerals and are encouraged to think about and use numbers in their play. They are learning about size and shape and are developing the necessary language to enable them to compare these items. They learn about capacity during water play when using different sized containers but opportunities for them to use counting and simple calculation during everyday routines are insufficient.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have good opportunities to explore and investigate a variety of materials and build constructively with a range of resources. They learn about the environment through walks in the local area and outings to the seaside. They are developing an understanding of time and passed events and have opportunities to learn about their own traditions and those of the wider world. Their use of information technology is developing well and they are able to use a range of equipment confidently.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

All children move with confidence and co-ordination and demonstrate a good awareness of space. They are proficient in the use of wheeled toys but do not always use these purposefully as staff do not plan effectively for such activities. Their fine motor skills are developing extremely well and they use small equipment such as pencils with very good control. They learn about health and bodily awareness through regular cloakroom routines and know why they need to wash their hands before meals.

CREATIVE DEVELOPMENT

Judgement: Generally Good

All children can sing a number of songs from memory and join in enthusiastically during group singing time. They enjoy taking part in action rhymes and dance activities and explore colour, shape, and texture through a variety of mediums. They use their imagination to express and communicate their feelings through role play, using the resources effectively. However, the over preparation of some focused activities does not always allow them to make choices or use their independent creativity.

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

- improve the planning of activities, particularly at the mixed sessions, to ensure children are provided with challenge, are able to make choices, access their own resources and use their independent creativity
- provide regular opportunities for the children to use counting and simple calculation during everyday activities
- include the children's use of wheeled toys in the planning to ensure this is a purposeful and well supported activity.

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.