



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 141817

DfES Number: 513877

INSPECTION DETAILS

Inspection Date 02/07/2004
Inspector Name Dorcas Elizabeth Forgan

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Youth Club Playgroup
Setting Address Wolverton Road
Newport Pagnell
Buckinghamshire
MK16 8HX

REGISTERED PROVIDER DETAILS

Name The Committee of Youth Club Playgroup 1026827

ORGANISATION DETAILS

Name Youth Club Playgroup
Address 2 Deben Close
Newport Pagnell
Buckinghamshire
MK16 9DU

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

Youth Club Playgroup opened in 1972. It operates from three rooms in the two storey Youth Club Centre in Newport Pagnell. The pre-school serves the local area and some surrounding districts. A committee of volunteer parents manage the group.

There are currently 50 children from two and a half to five years on the roll. This includes 29 three-year-olds and 8 four-year-olds who are in receipt of funding for nursery education. Children attend a variety of sessions. The group currently supports children who have special needs and those who speak English as an additional language.

The group opens five mornings a week during school term times. Sessions are from 09:30 until 12:00 which is followed by a lunch club until 13:00.

Seven staff work with the children. Two have early years qualifications. One member of staff is currently on a training programme. The setting receives support from a teacher and a mentor from the Early Years Development and Childcare Partnership (EYDCP)

How good is the Day Care?

Youth Club Playgroup provides good quality care for children. The staff work well as a team. The ratios of adults to children is high. Staff development is considered a priority, both through training and practical experiences. There is a clear operational plan that is comprehensive and well presented and is used as a working document. The premises are made to look attractive through displays and art work. The main room sometimes lacks fresh air. There is an enclosed outside area that is widely used.

The staff are conscientious about safety. Risk assessments are carried out regularly and changes made as necessary, but the small dividing partitions are not included in the assessment. The fire equipment is in place and evacuation is practised each half

term. Good hygiene practices are followed; the children are learning how to care for their own personal hygiene needs. Snack time is a social occasion and drinks and snacks are nutritional and healthy. All the children are treated as individuals and their needs are met; those who need additional support receive it. The staff understand their responsibility to protect children.

The sessions have a clear routine and structure. The staff support the children so that they are able to make choices and move around freely between activities. There is a comprehensive range of equipment and resources, which are used imaginatively and enhance the children's development. The children have daily opportunities to take part in large group activities, key worker activities and solo play; self initiated play is encouraged. The staff are skilful in managing children's behaviour and in developing the children's confidence and independence.

The committee and staff understand the benefits of working in partnership with the parents. They work hard to ensure that parents are kept well informed and involved. All required documentation is in place.

What has improved since the last inspection?

Not applicable.

What is being done well?

- The staff have formed a very good team. They work well together, are adaptable and work flexibly and they support and guide the children. The staff enjoy working in the playgroup and make the children's time in the playgroup fun, which enables them to learn. Each child feels welcome and important.
- The staff provide a wide range of interesting activities which children are eager to take part in. The children move around freely and are able to choose which activity they would like to take part in; they are gaining independence. Creative activities are presented in a challenging way so that children can experiment and explore, such as changing the texture of the paint by adding sand or semolina.
- The staff provide good role models for the children, they are calm and act in a consistent way. Positive strategies are used to help the children define right from wrong and to enhance their self esteem. Children are encouraged to think about the consequences of their actions and to care for others. The children behave well.
- The setting is made to look attractive. The activities are presented in an inviting way and the displays are mostly made by the children; they are relevant and colourful. The atmosphere in the hall is energetic, all are eager to join in and have fun.
- The partnership with the parents is very good. They are welcomed into the group and their contributions are valued. Social events are organised along with coffee mornings to which informative speakers are invited. This is used

as a family resource, and enhances the community spirit of the playgroup.

What needs to be improved?

- temperature in the main hall, to ensure it does not become too hot
- safety, to ensure the small dividing partitions are stable.

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 |
|-----|--|
| 4 | Ensure that the hall is maintained at a comfortable temperature. |
| 6 | Conduct a risk assessment on the small dividing partitions. |

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

How effective is the nursery education?

The provision for nursery education at Youth Club Playgroup is of high quality. Children are making very good progress towards the early learning goals. Children enjoy their sessions in the playgroup; they have good relationships with the staff and have made friends with whom they are learning to negotiate, share and take turns. They are confident and are gaining independence.

The quality of teaching is very good. Senior staff have good knowledge of the Foundation Stage and other staff are gaining experience through practise and training. Planning is comprehensive and ensures provision of a good range of activities to promote the children's learning. Regular observations and records are made of each child's progress. Teaching methods used are various and enable the children to gain new skills, to practise them and reflect on them, mainly through practical activities. Staff are skilled at extending activities through questioning and discussions. They provide good support for children with special needs and for those who speak English as an additional language and include them in all activities. The areas available and resources are used imaginatively to create an interesting learning environment.

Leadership and management are very good. The committee of parents have an excellent understanding of their roles and they work collaboratively with the staff. The supervisor and deputy work co-operatively and are conscientious. They are very good role models and ensure the children receive good care and are stimulated. The group are committed to continued improvement, but there is no formal system for parents to evaluate the provision.

Partnership with parents is very good and contributes to the children's learning. Parents receive very clear information, both written and through daily contact with the group. Children's records are shared formally with the parents twice during the year. Parents are encouraged to participate in sessions and in their child's learning.

What is being done well?

- The assessments that are carried out on each child are very comprehensive. They are written by the child's key worker and ensure that individual plans are drawn up. They are assessed to ensure that each child has achieved their particular goal and that the next step is planned. Key workers have very good knowledge of each child's needs.
- The committee and staff are committed to enhancing the partnership with parents and understand the beneficial effect that a true partnership has for the children. They involve the parents in the records made of their child and invite them to make a contribution. Parents are invited to formal meetings with the key worker twice a year. Parents can speak to their child's key worker daily at the beginning or end of the session to exchange information.

- Mathematics is used naturally during the whole session and is included in most activities. Children use mathematical language easily and are familiar with patterns, shapes and positioning. For example, a child was able to find the correct size and shape of envelope to fit his letter. They use graphs and charts to record activities, which the children refer to. A trolley with mathematical resources is available for the children to use as they wish.
- The role play areas are very well resourced and attractively presented so that the children use them extensively. They are changed so that they are relevant to the topic and extend the children's knowledge through first hand experiences. For example when the area is a bank and office, two children decide what they need to carry in their briefcase and how to get to work. Adults support and extend the play effectively. The children's imaginations are extended well.

What needs to be improved?

- opportunities for parents to formally evaluate the provision.

What has improved since the last inspection?

Very good progress has been made since the last inspection. Children's progress and attainments are regularly recorded. This is done by observations made at activities and separate timed observations, which are regularly carried out on each child and included in their achievement files. Parents are able to view these regularly and contribute to them. Individual plans are made to ensure each child makes progress through the stepping stones towards the early learning goals. The plans identify which groups of children an activity is most relevant for and how the activity can be adapted for children's differing abilities, so that all children can reach their potential and are challenged appropriately.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

The children are becoming confident, they are eager to take part in activities, are self motivated and have positive dispositions. Good relationships are developed between the staff, children and parents. There is a clear routine to the day so that the children feel safe and secure. They make good friends and enjoy activities together. Children show high levels of involvement in activities and are able to concentrate and to complete tasks.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children chatter very confidently. They use the comfortable book corner independently, they share books and retell stories to each other. They enjoy the stories that are read by adults and participate enthusiastically. The children use the mark making area independently, for example a child wrote a letter to his new teacher. All children recognise their own names when written. All four-year-olds can write their own names, and the more able children know several other letters in the alphabet.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Most of the children recognise numerals up to 9, and the more able can recognise them up to 35. All can count up to 10; older children can count confidently up to 35. Counting and mathematical language is used extensively throughout the sessions. Children recognise shapes in everyday objects. They observe and use positional language, for example when making a map of a their new school. Sand and water are presented in ways that challenge the children and encourage curiosity and exploration.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

The children design and construct items in different ways, such as papier mache animal heads and large construction. They are eager to try new experiences, experiment and investigate. They are given time to accomplish their task and gain self esteem. Children practise using several forms of information and communication technology; they are becoming very proficient at using the mouse and key board of the computer. They are learning about their environment, festivals, customs and traditions.

PHYSICAL DEVELOPMENT

| | |
|------------|-----------|
| Judgement: | Very Good |
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Children are given the opportunity each day to play on large physical equipment, to climb, crawl, slide and balance. Children are becoming spatially aware and show concern about other children's needs; they are learning to take turns and to collaborate. They show increasing control manipulating smaller objects with skill, and developing hand-eye coordination such as pouring their own drinks, using scissors, drawing and writing.

CREATIVE DEVELOPMENT

| | |
|------------|-----------|
| Judgement: | Very Good |
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The children express themselves confidently through role play, both in the home corner and in self initiated play where they mimic the adults and re-enact parts of the session. Children enjoy music and are building a repertoire of songs that they know and enjoy. They experiment with movement and dance, experiencing different kinds of music. Children express themselves enthusiastically through art and their work is displayed attractively endorsing self esteem.

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 are no significant weaknesses to report, but consideration should be given to improving the following:
- opportunities for parents to formally evaluate the provision.

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.