



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 221765

DfES Number: 515720

INSPECTION DETAILS

Inspection Date	12/12/2003
Inspector Name	Lisa Jane Faulkner

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Teversham Playgroup
Setting Address	Teversham Primary School Church Road, Teversham CAMBRIDGE Cambridgeshire CB1 5AW

REGISTERED PROVIDER DETAILS

Name	The Committee of Teversham Playgroup 1032290
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ORGANISATION DETAILS

Name	Teversham Playgroup
Address	Teversham Primary School Church Road, Teversham Cambridge Cambridgeshire PE1 5AW

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

Teversham Playgroup opened in 1972. It now operates from its own mobile classroom in the grounds of Teversham Primary School, just outside Cambridge. The playgroup serves the local area. It is managed by a voluntary committee.

There are currently 18 children on roll aged between 2 years 9 months and 4 years. This includes five funded three- and four-year-olds. Children attend for a variety of sessions. The setting currently supports a number of children with special educational needs, and who speak English as an additional language.

The playgroup opens five days a week during school term times. Sessions are from 9:00 to 11:30.

Four full time staff work with the children. Two have appropriate early years qualifications to level 3, and one staff member is working towards this. The playgroup belongs to the Pre-school Learning Alliance, and receives support from an associate teacher from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Teversham Playgroup provides satisfactory care for children. The long-serving staff team work very well together; they are clear about their roles within the daily routine so that children receive good support at all activities. The playgroup has limited indoor play space, but staff organise the layout very well to provide maximum opportunities for children to play and learn.

The playgroup provides a generally safe environment for children, and staff pay good attention to developing children's awareness of good hygiene practice. Children are learning about healthy eating through the provision of a healthy snack.

Staff provide a broad range of exciting activities and play opportunities. Resources are numerous and of good quality. Children are interested in and enjoy their play,

and adults support them effectively. They know individual children well and respond well to their interests. Children are learning to appreciate and value each others' similarities and differences through resources and images which reflect diversity. However, insufficient support is given to children who speak English as an additional language.

The partnership with parents is satisfactory. Staff have established good informal relationships with parents, and they share information about their children at the beginning and end of each session. Parents are involved in the operation of the playgroup through the voluntary committee, although procedures are not in place for ensuring that appropriate committee members are vetted. Most documentation is in place, although some important procedures are missing or insufficient.

What has improved since the last inspection?

At the last inspection, the playgroup had recently moved to a different mobile classroom, and staff agreed to address some safety issues involving the fire escape and the risk assessment. These have been completed, although the risk assessment has identified other potential hazards which have not yet been addressed. The playgroup also agreed to improve documentation by developing an operational plan, a written complaints procedure and an up-to-date child protection procedure, as well as a system for recording any significant incidents. These documents are now all in place, although other documentation and procedures remain an issue.

What is being done well?

- The staff team work very well together, and their strengths, interests and individual expertise are well planned for to ensure that children receive effective and appropriate support at activities.
- Staff organise the indoor and outdoor space very well in order to provide maximum opportunity and an inviting learning environment, so that children are excited by and enjoy their play.
- Children are learning to appreciate and value each others similarities and differences through resources and images which reflect diversity.

What needs to be improved?

- procedures to ensure all relevant personnel are vetted
- safety regarding the wall-mounted heater and the oven
- support for children who speak English as an additional language
- documentation, to improve the registration system and to devise a procedure for uncollected children.

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 must take the following actions by the date shown**

Std	Action	Date
1	Ensure all appropriate committee members are vetted.	31/01/2004
14	Develop a procedure for uncollected children.	31/01/2004

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	Improve the registration system to ensure that it includes children's times of arrival and departure, and the names of staff and any visitors present.
6	Ensure the oven and the wall-mounted heater are safe for children.
9	Develop further strategies to support any child who speaks English as an additional language.

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

How effective is the nursery education?

Teversham Playgroup provides good quality nursery education which enables children to make generally good progress towards the early learning goals.

Teaching is generally good. Staff know individual children well, and show a good understanding of how children learn. As a result staff use effective questioning, based upon what each child already knows, in order to extend their learning at each activity. However, this knowledge is not always used effectively in the short-term planning.

Staff have a sound knowledge of the Foundation Stage curriculum, but they do not use this knowledge sufficiently in order to make sure that the long and short-term plans are linked to the early learning goals. As a result, children's learning in some aspects of the curriculum is not progressing as well as in others. A thorough assessment system is in place, where regular observations are well used to identify the next steps for children's learning, although these are not yet recorded or shared with parents.

Leadership and management is generally good. The staff team work well together and are clear about their roles and responsibilities, which ensures that children receive good support at each activity. The playgroup has close links with the Early Years Development and Childcare Partnership teacher/mentor, and this is helping to improve the planning and assessment systems. However, there is no internal system for monitoring and evaluating the educational provision, resulting in some gaps in the curriculum.

The partnership with parents is generally good. Parents are provided with good written information about the setting, and staff have established good informal relationships with parents. However, parents are not sufficiently encouraged to be involved with their children's learning, either by helping at the playgroup, nor by contributing to their children's assessments.

What is being done well?

- Relationships between children and staff, and between children themselves, are very good. Children have already established close friendships with each other, and they play well together, negotiating and taking turns.
- Children's mathematical language is developing very well, and they are particularly proficient at describing and comparing shapes.
- Children are confident speakers, and listen well to each other and to staff, both in everyday situations and during story and group times.
- Staff use effective questioning during activities, based upon a clear knowledge of the individual child and their learning needs, in order to extend

their learning appropriately.

What needs to be improved?

- opportunities for children to use their own writing and mark-making in a variety of play situations
- opportunities for children to use programmable toys
- the long- and short-term plans, to ensure appropriate coverage of all the early learning goals, and to indicate opportunities to extend or support individual children
- opportunities for parents to be involved in their children's learning.

What has improved since the last inspection?

The playgroup has made limited progress towards the issues raised at the last inspection. Planning is still not sufficiently linked to the early learning goals, and does not yet include opportunities to extend individual children's learning. The assessment system has been much improved and now includes detailed observations and examples of children's work, but it does not yet include parents' observations and comments.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident and independent, both in their learning and in their interactions with staff. They have established close relationships with staff and with each other, and they share and co-operate well during their play. Children treat each other and their environment with care and concern, and the older children are particularly supportive of the younger children during play.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident speakers, during everyday play and as part of a large group, and they listen well to each other and to staff. They particularly enjoy books and are learning to share stories with staff and with each other in the inviting book corner. They are able to recognise their own names and sometimes those of their friends. They enjoy making marks on the white board, but there are insufficient opportunities for children to practice mark-making in other play situations.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children's mathematical language is developing very well, through effective use of questioning during everyday and planned activities. There are particularly well-planned activities to develop children's knowledge of shape and of pattern-making. Children are developing good counting skills and are learning to recognise numerals, however, there are less opportunities for children to develop early calculation skills or to solve simple number problems.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are developing a sense of time through everyday talk with staff, and when looking at the photo album. They enjoy using the interest box to explore and investigate objects, and planned activities enable children to look closely at the natural world. There are insufficient opportunities for children to learn to use programmable toys.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children have good opportunities to develop movement skills, for example in climbing and balancing, whilst using the good outdoor play area, although these movement skills are not yet systematically planned for. Children are learning to handle tools, construction and malleable materials with increasing control, for example when playing with play dough.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children have lots of good opportunities to explore different media and materials in their art work and in messy play. They enjoy making music with a variety of musical instruments during singing time, and they are becoming familiar with the sounds made by different instruments. However, there are limited opportunities for children to listen to music or to move imaginatively to music.	
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

- Continue to develop the planning to ensure breadth and coverage of all six areas of learning and their related early learning goals, both in the long-term plans and in the key activities. Ensure the plans indicate opportunities to extend the more able children and to support those who may need additional help, for example, children who speak English as an additional language.
- Further develop opportunities for parents to be involved in their children's 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.