



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 226260

DfES Number: 520569

INSPECTION DETAILS

Inspection Date	10/05/2004
Inspector Name	Kerry Durkin

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Burleigh Pre-School Playgroup
Setting Address	Burleigh College Thorpe Hill Loughborough Leicestershire LE11 4SQ

REGISTERED PROVIDER DETAILS

Name	Burleigh College Community Board of Governors
------	---

ORGANISATION DETAILS

Name	Burleigh College Community Board of Governors
Address	Burleigh College Thorpe Hill Loughborough Leicestershire LE11 4SQ

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

Burleigh Playgroup opened in 1978. It operates from two rooms in a mobile unit and is sited in the grounds of Burleigh Community College in the Thorpe Acre area of Loughborough. The playgroup serves the local and surrounding areas.

There are currently 48 children from three to four-years on roll. This includes 28 funded three-year-olds and 19 funded four-year-olds. The setting currently supports children with special needs and four children who speak English as an additional language.

The group opens five days a week during term- time. Children attend a variety of sessions which run from 09:00 until 11:30 and 13:00 until 15:30.

Seven staff work with the children. Six staff have early years qualification to NVQ level 2 or 3. The other member of staff is currently working towards a recognised early years qualification. The setting receives support from a teacher/mentor from the Leicestershire Early Years' Development and Childcare Partnership.

How good is the Day Care?

Burleigh Pre-school Playgroup provides good quality childcare. Staff work well as a team, have regular opportunities for staff development and take part in a variety of training programmes such as special needs and child protection. Good policies and clear procedures result in a well organised setting where staff are encouraged to build on their existing skills and knowledge. The playgroup offers a warm and friendly environment where children are happy and relaxed and are confident exploring their surroundings.

Staff are vigilant about health and safety and there are good policies in place for all safety issues. Clear routines help children feel secure. Staff give good attention to meeting children's individual needs. Staff are aware of the importance of healthy eating and most snacks and drinks are nutritious although children do not always have regular opportunities to access drinking water throughout the session. There is

a comprehensive equal opportunities policy in place and staff actively promote this. Children are valued and respected as individuals and their self esteem is encouraged

Staff plan a good range of play opportunities. Children are motivated to learn and are interested and excited in their play. They are able to choose what they want to play with and to make their own decisions. Staff encourage children to be independent in their learning and help them to build their self help skills. Staff spend time listening to and talking to children and are interested in what they say and do. There are good consistent methods in place to manage children's behaviour. Children are well behaved and are learning to share and take turns.

Staff establish positive relationships with parents. Staff maintain good quality records containing important information although one procedure lacks some necessary detail. The parent rota and book loan scheme actively encourages parents participation within the playgroup and their involvement in their children's learning.

What has improved since the last inspection?

At the last inspection the playgroup were asked to identify and submit a list of committee members to Ofsted. This has now been completed ensuring all the correct documentation is in place.

What is being done well?

- There are good comprehensive policies in place which contribute to a well-organised setting. A continuing staff training programme ensures staff commitment to improvement and development.
- Staff show a sensitive awareness of children's individuality, helping them to develop their independence and confidence.
- A varied range of practical and purposeful play activities helps children to build on their natural curiosity and develop their language and communication skills.

What needs to be improved?

- the written procedures to inform parents that a child will be only released into the care of a person authorised by them
- the regular availability of fresh drinking water for children.

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
8	ensure fresh drinking water is available at all times
12	ensure there are effective systems in place for children's departure

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

How effective is the nursery education?

Burleigh Pre-school Playgroup provides good quality nursery education where children are making generally good progress towards the early learning goals in all six areas of learning except for personal, social and emotional development where they are making very good progress.

The quality of teaching and learning is generally good. Staff have good relationships with children and make effective use of the key worker system enabling children to feel confident and secure in their surroundings. Staff manage children's behaviour well and there are good strategies in place. The staff organise the available play space imaginatively and create a well thought out learning environment where children are interested and motivated to learn although some aspects of the daily routines such as snack time are not sufficiently planned to challenge and interest children.

Staff assess children's learning and plan a balance of adult led and child initiated activities however, they have yet to make effective use of observations and link these to the assessment process to clearly identify children's progress.

The leadership and management of the playgroup is generally good. The staff are committed to developing their individual training needs and they are well supported by their co-ordinator who is active in improving their teaching. The coordinator is beginning to monitor and evaluate the educational programme although this has yet to be effective in improving the quality of teaching.

The partnership with parents and carers is generally good. The use of regular book sharing schemes and the parents participation in a parent rota system together with information about the educational programme actively encourages parents involvement in their children's learning. However, parents are yet to be fully involved with the assessment process or to contribute their suggestions and ideas to influence their children's learning.

What is being done well?

- Children's personal, social and emotional development is promoted well. Staff effectively plan activities to encourage children's confidence and self esteem.
- The staff are good role models and encourage children to be kind and considerate to each other. Children's independence skills are promoted effectively as they learn to complete tasks for themselves.
- Staff are good at encouraging children's speaking and listening skills. They value what children say, and encourage them to listen to others.

What needs to be improved?

- the use of observations to ascertain children's progress
- the systems to encourage parents to be involved in the assessment process
- the effective organisation of snack time

What has improved since the last inspection?

Generally good progress has been made since the last inspection. The introduction of regular story sessions appropriately planned for children's age and stage of development has led to children's greater understanding of the elements of stories and has raised their interest in books. However, children do not always attempt to choose stories independently or request a story to be shared with an adult for enjoyment.

The opportunities for children to build and construct with a wide range of materials and to use a variety of skills and techniques to make objects of their own design has been improved. With the introduction of a craft area set out on a daily basis children are able to choose independently from a wide variety of resources to design their own creations. This has encouraged children's ability to use their imagination and enhance their design and making skills and has made a positive impact on children's learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Staff encourage children's confidence and self esteem. Children are developing their independence skills and are encouraged to take care of their personal needs such as pouring drinks and washing hands. They persevere with tasks and select resources for themselves. Clear boundaries for behaviour help children to learn to negotiate and work out their own solutions with sensitive support from staff.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are good listeners and are keen to communicate with staff and others. They are confident to talk in groups. Effective use of planned discussion ensures less confident children participate. Children enjoy listening to stories and know written words have meaning but they seldom choose stories independently. Children recognise their own names and are beginning to write these correctly, but activities such as role play are not planned effectively to encourage writing for different purposes.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children have many opportunities to count in daily and planned activities. Most children are able to count to 9; older and more able children count to 9 and beyond. Children begin to solve problems of shape and size. They construct with bricks and work out patterns with shapes. They begin to use mathematical language such as more or less when filling up pots with compost in the garden centre, however there are fewer opportunities for children to recognise numbers as labels in the environment.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have regular opportunities to build and construct as they design and make models with recycled materials. They are confident in using computers and simple computer programs to support their learning, although they have less opportunities to use programmable toys in their daily activities. Children notice change over time when planting seeds or melting ice. They take part in regular visits in the environment, observe features in the place where they live and learn about other cultures.

PHYSICAL DEVELOPMENT	
Judgement:	Generally Good
Staff encourage children to practise their skills in catching and throwing. They take part in obstacle courses and running games. However, they do not regularly use large equipment to practise their skills for climbing and moving with control and coordination. They are encouraged to recognise changes to their bodies after exercise and the importance of staying healthy. They are confident in using small equipment such as scissors, paintbrushes and pencils with increasing control.	

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children enjoy regular opportunities to sing and listen to music although they rarely listen to different types of music. They use their imagination in role play and have many opportunities to act stories in a range of role play scenarios such as a garden centre and the play shop. However, these are sometimes not planned sufficiently to ensure children understand the purpose in their play. Children draw freely and regularly experiment with colour and are confident in selecting resources.	

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

- Further develop the use of observations to ensure these are used to ascertain what children know and can do and help to move children on to the next steps in their learning
- Improve methods to actively encourage parents to become more involved in the assessment process and their children's learning
- Organise the routines for snack time to ensure time is used more effectively.

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.