



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 306469

DfES Number: 519920

INSPECTION DETAILS

Inspection Date 06/07/2004
Inspector Name Jean Evelyn Thomas

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Pulford Playgroup
Setting Address Pulford Road
Bebington
Wirral
Merseyside
CH63 2HN

REGISTERED PROVIDER DETAILS

Name

ORGANISATION DETAILS

Name Alison Robinson and Alison Haresnape
Address Pulford Playgroup, Brackenwood Infant School
Pulford Road, Bebington
Wirral
Merseyside
CH63 2HN

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

Pulford Pre-school Playgroup has been operating with the present owners, Alison Haresnape and Alison Robinson since it opened in 1994. The playgroup operates from a self-contained mobile unit. This consists of a large play room, kitchen, storage and toilet facilities. There is an enclosed outdoor play area.

There are currently 48 children on roll, all funded 3 and 4 year olds. The playgroup is not currently caring for children with special needs or children who speak English as an additional language.

The group opens 5 days a week during the school term times. Sessions are from 09:00 to 11:30 and 12:30 to 15:00. There are nine members of staff employed on a part time basis, of these three have early years qualifications.

How good is the Day Care?

Pulford Playgroup provides good quality care for children. The playgroup offers a welcoming environment for children and parents. The premises are well maintained and there is ample space for children to play in comfort. The staff team are well established having worked at the setting for many years. The stability of the staff team contributes to their ability to establish consistent relationships with children. Staff are fully aware of their role and responsibilities.

The service is well resourced with play materials and equipment which are in a good condition. The staff give priority to keeping children safe both inside and when pursuing outside activities. This is achieved through offering a high level of supervision, conducting risk assessments and implementing safety procedures, however there is an issue of safety in respect of the climbing frame. Qualified first aiders are on duty each session. The managers and staff have a good understanding of child protection and appropriate procedures. Staff develop the children's understanding of good hygiene practices. Snack time is a social occasion although the food content lacks variety and nutritional content.

The planning of activities ensures children are offered a wide range of activities which are helping children make progress in all areas of their development. Staff respect children's individual needs. The behaviour management policy is effective, focusing on positive strategies and staff acting as good role models.

There is a commitment to work in partnership with parents. Information is shared either verbally or in written communication although there are some omissions in the written consents. The service values this partnership to enable them to meet the child's individual needs.

What has improved since the last inspection?

A copy of the Area Child Protection Committee procedures have been obtained and is available for reference.

What is being done well?

- The staffing ratio's exceed the minimum standard. This enables staff to work directly with the children giving appropriate support in activities and developing positive relationships which contributes to the child's sense of feeling secure.
- There is a wide range of activities which sustain children's interest and are obviously enjoyed.
- Time is given to allow children to make their own choices in play, develop their own play ideas and to express themselves in different creative mediums for example children were constructing a landscape with characters in the sand tray. The staff provide the stimulation, support and environment in which children can do this.
- There is a positive and consistent approach to managing children's behaviour which encourages children to play cooperatively together.
- Systems are in place to work in partnership with parents to exchange information and to keep parents informed of their child's progress including the prospectus, regular newsletters and sharing the written assessment record of their child.

What needs to be improved?

- the seeking of written parental consent including permission for emergency treatment
- nutritional value of the snack
- climbing frame safety to ensure it is positioned on the correct surface.

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
6	Seek advice regarding the safety surface requirements for climbing frames.
7	Request written permission from parents for seeking emergency medical advice or treatment.
8	Record information about children's special dietary requirements/ allergies and share with staff.
8	Ensure the food content of the snack has nutritional value.
12	Develop the existing written consents and information obtained from parents to make sure appropriate care is offered to their child and they are looked after according to the wishes of parents.

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

How effective is the nursery education?

The overall quality of the nursery education at Pulford Playgroup is good. Children make very good progress towards the early learning goals in communication language and literacy, mathematical development, physical development and creative development. Children make generally good progress in personal social and emotional development and knowledge and understanding of the world. The quality of teaching is generally good with some very good aspects. Staff have generally good knowledge of the early learning goals and this is reflected in the range of varied and interesting practical activities provided. Planned activities effectively cover all areas with the exception of sufficient chances for older children to develop an understanding of other cultures and beliefs, and for all children to develop an awareness of their local environment. Staff develop children's confidence and self esteem well through praise and encouragement, and through the establishment of clear routines. Children behave well in response to staff's high expectations. Staff form positive relationships with children. They question children effectively to encourage them to think. They effectively extend the learning of older and more able children in mathematics. Staff know the children well and use assessments to inform planning.

The leadership and management of the playgroup is generally good. Staff are clear about their roles and the aims of activities. They work well together as a team to plan and teach. The playgroup leaders are committed to improving the quality of their provision and have taken positive steps to ensure this improvement. Procedures for monitoring planning are not fully effective.

The partnership with parents and carers is very good. An informative brochure and notice board give parents useful details about the playgroup and its provision. They are well informed about their children's achievements and progress.

What is being done well?

- Staff have positive relationships with children. Through good use of praise and encouragement they effectively build children's confidence and self esteem.
- Children behave well in response to staff's high expectations.
- Children make very good progress in all aspects of mathematical development. Staff effectively extend the learning of older and more able children in this area.
- Children are learning to express their thoughts and ideas clearly.
- Staff are clear about their roles and the learning objectives of the activities provided.

- A strong partnership with parents has a positive impact on children's learning.

What needs to be improved?

- planning to ensure that older children have sufficient chances to develop an awareness and understanding of other cultures and beliefs and
- all children have more chances to develop an understanding of their local environment
- monitoring of planning to ensure appropriate coverage of the early learning goals over the course of a year.

What has improved since the last inspection?

The playgroup has made very good progress in meeting the point for development identified in the previous inspection report. This required the playgroup to further improve procedures for the assessment and recording of children's progress. Staff now make regular observations of children's learning. These observations are used to inform records and assessment profiles which relate closely to the early learning goals in the six areas of learning. This information is used effectively to inform planning and develop children's learning.

Staff have also developed closer links with the adjoining infant school, to which most children attending playgroup will transfer. The playgroup is now able to use the school hall once per week for physical activities. Staff have recently arranged for children to attend a school assembly. These measures have had a positive impact on children's confidence as they prepare to start school, and on their physical development through increased opportunities to develop skills.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children behave very well. They show confidence as they speak to the group at register time, and choose their own activities. Children show pride as they create a threading pattern. Children have positive relationships with staff and each other. They co operate well to create a scenario in the role play café. They show good concentration skills as they work to complete jigsaw puzzles. Older children have insufficient chances to develop an understanding of different cultures and beliefs.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are effectively learning to express their thoughts and ideas clearly. At register time they talk freely about their experiences. Children show the ability to communicate meaning through mark making as they 'take orders' in the role play café. They demonstrate good pencil control, and older children are learning to form letters correctly. Children show clear enjoyment and understanding of stories. Older children are effectively learning to link sounds and letters.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are very confident to count to 10 and beyond as they count each other at register time. Many children confidently recognise numbers to 10 during a game. They demonstrate a good awareness of mathematical language as they describe the size of teddy bears. Children happily copy or make their own shape and colour patterns in a threading activity. Children learn to solve problems. Older and more able children are effectively developing ideas of simple addition and subtraction.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are developing good skills of observation and investigation as they watch tadpoles turn to frogs. They pay close attention to changes in the weather and seasons. Children learn about the uses of technology and show confidence in using a computer. They are developing a good sense of time. There are limited chances for children to learn about their immediate environment. Older children have too few chances to learn about other cultures and beliefs.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently as they travel around the room and use climbing equipment. They show a good awareness of space as they play an indoor action game, and as they play in the outdoor area. Children demonstrate a high level of proficiency as they use scissors and play dough tools. After exercise children effectively learn about the effects of exercise on their bodies as, after running, they feel their heartbeat and discuss changes in their breathing.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children express themselves freely using a good variety of different materials and techniques. They effectively explore colour through colour mixing, printing and collage. Attractive and colourful displays reflect the children's own work. Children respond imaginatively in the role play café, developing a scenario well. They learn to respond to music imaginatively as they pretend to be growing plants or falling leaves. Children confidently sing a range of familiar songs.

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

- ensure that planning includes opportunities for
- older children to develop and awareness and understanding of different cultures and beliefs and all children to develop an understanding of their local environment
- improve methods of monitoring planning to ensure appropriate coverage of the early learning goals over the course of a year.

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.