



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 220169

DfES Number: 581146

INSPECTION DETAILS

Inspection Date 09/01/2004
Inspector Name Rachael Mankiewicz

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Wootton Pre-School Playgroup
Setting Address Wootton Memorial Hall
High Street
Wootton
Northamptonshire
NN4 6LW

REGISTERED PROVIDER DETAILS

Name Wootton Playgroup 1032162

ORGANISATION DETAILS

Name Wootton Playgroup
Address Wootton Memorial Hall
High Street
Wootton, Northampton
Northamptonshire
NN4 6LW

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

The Wootton Pre-School Playgroup has been in existence for over 30 years. It is run by a committee of parents for the benefit of the local community, which has expanded to cover new housing estates on the edge of the town of Northampton, so that there are currently 78 children on the register.

The Pre-School opens daily, for morning and afternoon sessions. Eight members of staff work regularly with the children. Three of the staff have the equivalent of Level 3 qualifications in early years care, two are nearing completion of relevant training whilst others are currently attending short courses. The setting receives support from a teacher from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Wootton Pre-School Playgroup provides good quality care for children. They are cared for in a safe and well-organised setting, where the children are encouraged to play, socialise and learn, both indoors and outside. The staff and management have a good awareness of safety issues, and encourage the children to learn to keep themselves safe and healthy.

The playgroup provides a good range of toys, resources and activities to meet the needs of all the children. The staff are knowledgeable and experienced and able to support the individual needs of children and to encourage their interests. The setting does not have a monitoring system in place to ensure that all the children's needs are being met, although good attention of a practical nature is paid. Positive behaviour management strategies which are age-appropriate are used to encourage good behaviour.

Staff and management have a good awareness of the importance of working in partnership with parents and carers. Staff maintain good records and paperwork. Information is shared regularly at the end of the day, both verbally and in the diaries which are exchanged.

What has improved since the last inspection?

Not applicable as there were no actions to address from the previous inspection.

What is being done well?

- The playgroup pays good attention to safety issues. The on-going system of risk assessment helps to ensure a safe environment for the children, both inside and outside of the premises.
- The operational plan works well in practice; procedures for deputising are effective and good use is made of staff, space and resources.
- Children benefit from the wide range of resources and activities on offer; both inside and outdoors, and covering active play and relaxation, plus learning activities.
- Children are well behaved and aware of the expectations of them as a result of the positive behaviour management methods used by the staff. Children have clear and consistent boundaries, and respond well to praise and encouragement.
- The staff and management foster good relationships with the parents. All paperwork is in place and completed appropriately. Information is shared at the end of the day and in diaries by the key workers. There is a key worker system in place with a member of staff responsible for a small group of children, and these staff provide regular updates about the children's progress. Documentation is well organised and clearly presented, which helps to ensure that the parents wishes are recorded and adhered to, and children's needs are met.

What needs to be improved?

- the organisation of the setting to ensure that the children have access to resources.
- the equal opportunities policy to include current legislation and guidance, and to ensure that the policy is implemented and monitored by the staff.

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
5	Develop further opportunities to make resources accessible to the children.
9	Further develop the equal opportunities policy to ensure that it is consistent with current legislation and guidance. Ensure that the policy is implemented and monitored by all staff.

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

How effective is the nursery education?

The nursery education provided by Wootton Pre-School Playgroup is of high quality. The children are making very good progress towards the early learning goals, and some aspects, such as personal, social and emotional development, are particularly good.

The quality of teaching is very good overall. The staff have a sound understanding of the Foundation Stage; seen through the planning of a wide range of interesting activities. Assessments are used effectively to establish children's ability on entry and to enable children to continue to make good progress. Key worker staff, who have overall responsibility for a small group of children, adjust planning to cover any individual needs and interests, including adapting activities. The staff have been successful in meeting the needs of children with special educational needs or who are learning to speak English as an additional language based on this planning. All children are able to take part in the activities.

Good staff:child ratios allow for individual and small group work within the pre-school. Staff explain activities clearly, and make good use of questions to encourage children to think. Sessions are organised to allow extensive free-play, when children move confidently between resources. However, children's choice of further resources is limited due to access to storage. Staff promote good behaviour effectively through positive methods of behaviour management.

The partnership with parents is very good. They are given useful information about the curriculum, and ideas of how to extend their child's learning. They are informed of their child's progress on an informal daily basis, are welcome in the pre-school at any time, and are also included in the assessment of children and planning their progress.

The leadership and management of the setting is very good. Management encourages staff to develop their practice, and to evaluate and improve the care and education for all children.

What is being done well?

- There is a very good choice of activities during the free play sessions which helps create a stimulating learning environment. The children's natural enthusiasm for learning is fostered very well as they move confidently between the activities.
- The children happily operate with independence and also successfully make links and friendships. They show care for each other; taking turns and sharing resources, and are able to negotiate and show assertiveness when they need to.

- Staff successfully match the level of challenge provided to children's ability and ensure they all continue to make progress through the effective use of observation and assessment. The information they establish from assessing the children helps the staff ensure plans show how children are able to build on what they know and do.
- The staff and management committee work together very well as a team and create a happy and purposeful atmosphere. Staff have been delegated responsibilities within the group and all staff members have an input into planning.

What needs to be improved?

- children's spontaneous counting opportunities within everyday activities and routines
- children's independence in selecting some of their own materials and resources

What has improved since the last inspection?

Very good progress has been made in implementing the action plan drawn up to address key issues raised at the last inspection. The management were asked to address the use of effective interaction and questioning techniques by staff. The management have addressed this by ensuring staff attend training; two staff have completed training and two others have started relevant training, to ensure that they have the abilities to interact at the correct level. Planning now covers the six areas of learning as requested, and regular planning meetings are in place to ensure this continues. Role play opportunities have been increased, and other resources purchased and offered as activities to encourage children's imaginative play. The sharing of information was another area to be addressed. The staff and parents now regularly exchange a diary for each child, and there are termly reports covering the six areas of learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

The children show confidence and independence as they move between self-chosen activities. They show perseverance; both in small groups and as individuals. The interaction between children and adults is very good, and children meet the high expectations for behaviour. They show care and concern for others; taking turns and offering resources. Children develop an awareness of other cultures through an interest in festivals and visitors.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

The children communicate confidently and take turns in conversations. They listen to each other and to staff, and convey what they are doing and how they feel. They are beginning to understand that written words convey messages, and their early mark-making skills are good, including recording marks during role play and writing some letters. Most of the children recognise the initial letters and sounds in their names, and more able children are able to recognise other letters and names.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

The children are able to count with ease, compare different numbers of objects, and learn about simple subtraction whilst acting out number rhymes. They consolidate this knowledge by playing mathematical games but do not always count spontaneously or without being asked to. Children are beginning to develop their knowledge of different shapes by the comparison of objects, including their sizes and weights. They are beginning to understand about patterns and sequences when threading beads.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

The children have a good awareness of the natural world around them and of the changing seasons. They enjoy looking at the environment and the community for learning experiences. Children explore actions and reactions, and talk about how things grow. They talk successfully about past events such as a new baby in the family. Their awareness of their own families, their cultures and the beliefs of others is also developing. Most children are adept at using the computer and other technology.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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The children handle an interesting range of materials, tools and small equipment, and their manipulative skills are good. Large muscle development is good, with children experiencing a variety of large equipment, encouraging climbing and balancing. The children confidently move around the room and negotiate obstacles outside. Children show an awareness of their own physical needs through good hygiene practice and topics on their bodies and senses.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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The children enthusiastically take part in role-play. They also work imaginatively with small-world resources. Children experience a good range of sensory experiences throughout free-play activities and as part of a topic. They explore sound with a range of instruments, and enjoy creative activities using many different craft media, including paints, foods, and junk.

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:
- increase staff's knowledge of how to use everyday activities and routines to encourage children to count spontaneously and with ease
- increase opportunities for children to operate independently and take initiative by reviewing their access to resources.

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.