



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 206743

DfES Number: 524078

INSPECTION DETAILS

Inspection Date 14/06/2004
Inspector Name Chaula Amin

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Church Gresley Playgroup
Setting Address Park Road
Church Gresley
Swadlincote
Derbyshire
DE11 9QE

REGISTERED PROVIDER DETAILS

Name Church Gresley Playgroup 1028203

ORGANISATION DETAILS

Name Church Gresley Playgroup
Address Park Road
Church Gresley
Swadlincote
Derbyshire
DE11 9QE

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

Church Gresley Playgroup is a sessional provision which has been operating since 1970. It occupies the main hall and outside play area of the Scout Centre in Church Gresley, near Swadincote in South Derbyshire.

There are currently 79 children from two to five years-of-age on register. This includes 30 three-year-olds and seven four-year-olds who receive funding for their nursery education. There are no children with special educational needs or who speak English as an additional language.

The group is open five days a week during the school term times. Morning sessions are from 09:15 to 11:45 and afternoon sessions are from 12:30 to 15:00. Children attended for a variety of sessions.

There is one full-time staff member and eight part-time staff working with the children. All staff have a qualification in early years to National Vocational level 2 or 3. Staff receive support from an advisory teacher from the Derbyshire Early Years' Development and Childcare Partnership.

How good is the Day Care?

The Playgroup provides good quality care for children. The staff offer a warm and nurturing environment, where children feel secure and happy. The premises are well maintained and staff ensure that regular safety checks are carried out. Staff work well together and are aware of their roles and responsibilities and the policies and procedures of the group. One of the policies has not been recently updated.

There are good procedures in place for maintaining good standards of hygiene and children learn about this during the daily routine. Staff are aware of the children's individual care needs and support them accordingly. Staff are also aware of the children's dietary requirements.

Children have good opportunities to play with a wide selection of toys and resources.

Most play is initiated by the children themselves, with staff offering support as necessary. The methods for dealing with children's behaviour are sensitive, appropriate and take into account children's age and stage of development.

Staff have good relationships with parents and carers and they work in partnership with them, exchanging information about their children regularly. They take home examples of their children's work daily. Most of the required records and documentation are maintained to an appropriate standard, with the occasional exception of regard to confidentiality.

What has improved since the last inspection?

At the last inspection, the group agreed maintain a complaints procedure, implement a system for recording incidents, ensure all staff and committee member undergo Ofsted's vetting procedure and to provide a procedure for emergency evacuation of the building. They also agreed to implement a policy regarding the administration of medication, clarify with Ofsted the nominated person to act on behalf of the committee, introduce systems for registering staff attendance, and conduct a risk assessment of the premises, ensuring that gas and electrical appliance conform to safety requirements. Potential hazards to children were to be minimised, particularly in relation to the hot water tap in the ladies toilet. Staff agreed to provide an operation procedure for the safe conduct of outings. All actions related to documentation have been addressed, contributing to improved clarity of procedures and raising awareness of practice for parents and carers. All actions related to safety have also been addressed, having a positive impact on children's safety and the quality of their care.

What is being done well?

- Children are well behaved and aware of the boundaries through staff's clear guidance and use of praise. Staff have good relationships with the children.
- Children are given sufficient time to play with the toys and activities. Staff spend quality time playing and talking to the children.
- Staff work effectively in partnership with parents and carers. They exchange information regularly about their children's progress.
- There is a good range of resources and equipment, and children are able to freely choose what they want to play with.

What needs to be improved?

- the procedures for recording accidents and medication to ensure confidentiality is maintained
- the clarity of procedures for uncollected 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
2	Review policy for uncollected children.
7	Review the procedures for recording accidents and medication in relation to confidentiality.

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

How effective is the nursery education?

Church Gresley Pre-school provides good quality nursery education overall, which enables children to make generally good progress towards the early learning goals.

The quality of teaching is generally good. Staff manage the children and their behaviour very well and have good relationships with them. They plan a variety of practical activities and allow children sufficient time and opportunities for them to initiate their own play, which is then appropriately supported by adults. There are arrangements in place to support children with special educational needs and who speak English as an additional language. Staff skillfully develop children's language by engaging them in conversation and asking questions which encourage their thinking and provoke discussion. Activities are presented creatively using a good range of resources, but staff do not always extend the activities sufficiently to provide more challenges for older and more able children, particularly in order to develop their calculation skills through everyday practical ways. Staff assess children's learning, although this is not updated sufficiently regularly. However, staff do use the information to plan future activities and to complete children's progress reports which are shared with parents.

The leadership and management of the setting is generally good. The staff work as an effective team and are aware of their roles and responsibilities, benefiting from having the manager working alongside them. They liaise with other associated professionals and attend training regularly.

The partnership with parents and carers is very good. The group provides good information about the activities and how they are linked to the early learning goals and parents are actively encouraged to take part in their child's learning.

What is being done well?

- Children are making very good progress in communication, language and literacy. High emphasis is placed on developing children's confidence to talk about their ideas, thoughts and experiences during circle time. Good opportunities are given to children to practice their writing skills.
- Parents are kept well informed of their child's progress and there are effective methods for informing parents about the early learning goals.
- Favourable staffing ratios enable staff to provide good individual support to each child, which has a positive impact on the children's behaviour and learning.
- Children's physical skills are promoted very effectively through indoor and outdoor activities and the resources available to children to develop their hand and eye co-ordination.

What needs to be improved?

- the opportunities for children to solve practical mathematical problems and use simple calculation as part of the daily routine
- the more regular update of children's assessments and linking the challenges for older and more able children appropriately into everyday activities.

What has improved since the last inspection?

Very good progress has been made since the last inspection. The staff have developed assessment folders for each child, which contain examples of their work and their progress towards the early learning goals. Children are divided into key groups and staff are responsible for observing and monitoring their key group children. They have improved their planning to incorporate regular use of the alphabet and children's name cards. Children have daily opportunities to practice their writing skills using a variety of implements. The staff have strengthened their relationships with parents and carers, who are now encouraged to discuss their observations of their child's learning at home informally, enabling staff to have a clearer understanding of the child's all round progress. Improvements made have had a significant impact on the quality of teaching and learning in the group and on the partnership with parents and carers.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children participate well and independently select activities of their choice. They confidently share their ideas and experiences during circle time. Children work well together and are learning to share toys and equipment, volunteering resources to each other. Children behave well and help to put toys away. They are developing positive relationships with their friends and staff. Children demonstrate good personal independence skills.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Young children use simple language to describe objects and older and more able children use descriptive words and complex sentences, verbalising their predictions on what might happen next, for example when the light is switched off. Children are familiar with letter shapes, with older and more able children able to recognise a range of letters. Children have good opportunities to develop their early writing skills and they look at books purposefully.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Young children count confidently to five and older and more able children count confidently to 15. Their understanding of the quantity of number is reinforced as they count practically, for example how many children are in the queue, although opportunities for early calculation are not always fully exploited. Children are familiar with mathematical language associated with size and shape, for example children are able to describe familiar objects in terms of size.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have good opportunities to explore and investigate the natural world, for example looking at insects using magnifying glasses. Younger children make simple objects out of construction materials and older and more able children make recognisable complex models. They are becoming aware of a sense of time and place through the daily use of the calendar and regular trips into the community. Children confidently use the computer and other technological equipment.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Older and more able children ride and pedal a bike competently and safely and younger children are acquiring these skills. They are developing a good sense of space, for example children carefully negotiate around each other. They have good opportunities to develop their hand and eye co-ordination using a variety of small equipment.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children regularly explore colour and texture through a variety of media, such as junk modelling, painting and by using natural materials such as water and sand. They experiment with sound using musical instruments and they listen to different types of music. Children's imagination is extended through different role-play situations. Children have many opportunities to explore their senses through the wide range of activities provided.

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 children have sufficient opportunities for solving mathematical problems and to use calculation as part of the daily routine
- ensure staff challenge and extend the learning for older and more able children through everyday practical activities and experiences in the light of information gained from regularly updated assessments.

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.