



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 113790

DfES Number: 549040

INSPECTION DETAILS

Inspection Date	22/09/2004
Inspector Name	Maureen Croxford

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Tiggers Playgroup Balcombe
Setting Address	Parish Rooms Stockcroft Road Balcombe West Sussex RH17 6LH

REGISTERED PROVIDER DETAILS

Name	The Committee of Tiggers Playgroup
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ORGANISATION DETAILS

Name	Tiggers Playgroup
Address	Parish Rooms Stockcroft Road, Balcombe Haywards Heath West Sussex RH17 6LH

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

Tiggers Playgroup, Balcombe opened in January 2001 and is registered for a total of 24 children under 8 years of age. It operates from the Parish Rooms in the village of Balcombe, near Haywards Heath, West Sussex. The playgroup serves the local area and surrounding villages. There are currently 34 children on roll. This includes 14 funded 3 year olds and 10 funded four year olds. Children attend for a variety of sessions.

The group currently supports children with special needs and has strategies in place to support children who speak English as an additional language. The group opens 5 days a week during term time. Sessions are from 09.15 until 12.00.

There are 7 staff working with the children. Over half the staff have early years qualifications to NVQ level 3. Two staff are currently working towards a recognised early years qualification.

The setting receives support from a mentor from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Tiggers Playgroup Balcombe offers good quality care for children. Over half the staff hold appropriate qualifications and all staff see the updating of training as very important. The space and resources are well organised to ensure that children are well cared for. The staff team maintain good ratios and work well together. They provide a welcoming environment by displaying the children's work on the walls of the provision. Children have access to a good range of toys and activities. All required documentation is in place, although some require additional information. These are stored in line with regulation, and policies are currently being reviewed.

Good safety procedures are in place and staff have a high level of awareness of risks to children's health and safety. Health and hygiene practices are promoted, for example, by ensuring that the children wash their hands at the appropriate time to

prevent the spread of germs. Nutritious snacks and drinks are provided at regular intervals. All children are treated as individuals and staff are fully aware of their needs. Strategies are in place to ensure that children with special needs are fully integrated.

Staff plan and provide many resources and toys that offer children a varied range of interesting and stimulating activities, which develop children's knowledge and understanding in all areas of learning. Staff interact well with children, act as good role models and use praise and encouragement to build children's self-esteem and confidence. Good relationships are developed between staff and parents and all key workers make themselves available to discuss individual children's needs.

Parents are kept informed of the groups procedures through the prospectus, newsletters, notice boards, parents session and discussions with staff.

What has improved since the last inspection?

At the last inspection the group was asked to ensure that a record of all medicines administered to children is kept.

This is now in place, including time of last dose, dose to be given, dose given, signature of staff, signature of witness and signature of parent/carer.

What is being done well?

- All staff have a good understanding of the National Standards. Their training and experience enables them to provide quality care for children.
- Staff are well deployed to ensure that children are well cared for and supported. Children are grouped appropriately and are able to move freely between activities both inside and outside.
- Staff ensure that the premises are clean, well maintained and offer the children safe areas for play. There is adequate space for the number of children.
- A well balanced range of toys and equipment is provided that promotes learning in all areas, helping children to learn about different cultures and lifestyle choices, and enjoy their play. Staff check all equipment is clean and safe before use, including natural materials and recycled household objects as well as manufactured items.

What needs to be improved?

- the recording in the register of the departure of children, staff and visitors.

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	Ensure the registration system records the arrival and departure of children, staff and visitors.

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

How effective is the nursery education?

The provision for nursery education at Tiggers Playgroup Balcombe is acceptable and is of good quality. Children are making generally good progress in communication, language and literacy and mathematical development and very good progress towards in all other areas of learning.

The quality of teaching is generally good and staff understand how children learn. They have a sound understanding of the foundation stage and use their knowledge to enable each child to progress towards the early learning goals. Most staff are qualified and all are experienced. They work well together to create a welcoming environment, where children are motivated and feel secure. They use good questioning techniques and encourage children to think and express their own ideas. Staff plan a variety of stimulating and practical activities, both inside and outside. Assessments and observations are made, although they are not used for future planning. Staff independently support all children and help them to make good progress. Children are encouraged to be helpful and supportive to each other and behave well.

Leadership and management of the provision is generally good. The group has a new committee in place who support the supervisor and staff, and are developing the appraisal system to ensure training needs are met. The staff are well deployed and are encouraged to attend further training.

The partnership with parents is very good. Parents are kept well informed about the provision and forthcoming topics. Information is given to parents about the early learning goals and the Foundation Stage of Learning. They are made welcome in the pre-school and have opportunities to become involved in activities. There are effective systems in place to share information.

What is being done well?

- Children are confident and leave parents happily. They settle quickly into their chosen activities which staff set out for them. They learn to work independently and select resources for themselves. They enjoy a very good range equipment and resources and planned activities.
- Staff act as positive role models and offer praise and encouragement appropriately. Children have an awareness of boundaries set and the behavioural expectations within the setting.
- Children are able to practise their skills through the use of a wide range of equipment and tools, both for large muscle movement and fine control.
- Parents and staff work together and share information about the children's individual progress and development through formal and informal discussions.

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| <ul style="list-style-type: none">● Management and staff have clear objectives and defined roles and responsibilities. |
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What needs to be improved?
<ul style="list-style-type: none">● The further development of planned opportunities offered to children to develop a good understanding of the link between sounds and letters.● The development of planning to include opportunities for children to be able to measure and record their findings.● The use of assessments and the evaluation of activities to effectively inform planning and extend children's learning.

What has improved since the last inspection?
Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

The children are forming good relationships and relate well to each other and to adults. They are well supported by staff in large group sessions and are encouraged to participate in discussions and activities. Children show high levels of concentration and enjoy the stimulating variety of activities offered. Clear boundaries set by staff ensure that children behave well and understand what is expected of them. They are developing their independence and self-esteem.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children's communication skills are developing well. Staff provide good support in extending children's use of language. This results in children being confident speakers who engage easily in conversations with each other and with adults. There are many opportunities provided for children to enjoy, listen to and respond together to stories, rhymes and songs. There are few planned opportunities offered to develop a good understanding of the link between sounds and letters.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children effectively use and recognise numbers in planned everyday activities. Most are able to count confidently to 10 and some more able to 20 and beyond. They are provided with planned activities to develop an understanding of weight, capacity and shape, and some opportunities are offered for measurement and recording of data. Children are developing their understanding of addition and subtraction, and staff enable the children to use the appropriate mathematical language.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children show a lively interest in the world around about them. Good staff interaction with children encourages them to use their senses to explore and investigate a varied range of objects and materials. Children are provided with many opportunities to select tools and appropriate resources and are confident in designing and making skills. They are encouraged to learn and talk about their environment and events in their own lives and are able to observe and find out about the natural world.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children display very good manipulative skills when cutting, painting, drawing and constructing. Children demonstrate a good awareness of themselves and others as they play, moving around safely and freely when using large equipment. They learn about the importance of personal hygiene, healthy eating, changes that happen to their bodies through discussion such as getting hot on sunny days and the importance taking exercise.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
<p>Children learn about colour, texture, shape and form using a wide variety of media. They are offered worthwhile activities which explore three-dimensional space when making collages and creating models. They enjoy regular musical opportunities, such as listening to tapes and singing, and enjoy playing with the musical instruments. Planned role play activities offered are varied and interesting, and staff fully participate to encourage the children's imagination, such as role play and puppets.</p>	

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 planned opportunities for children to link sounds to letters;
- development of planning to include opportunities for children to be able to measure and record their findings;
- implement an effective system for the assessment of children's progress and development, and evaluation of activities, identifying individual needs and ensure planning reflects this.

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.