



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 130750

DfES Number: 538470

INSPECTION DETAILS

Inspection Date 21/10/2004
Inspector Name Bridget Richardson

SETTING DETAILS

Day Care Type Out of School Day Care, Full Day Care
Setting Name Little Duckling Playgroups
Setting Address Hangleton Community Centre Upper Hall
Harmsworth Crescent
Hove
East Sussex
BN3 8BW

REGISTERED PROVIDER DETAILS

Name The Committee of Little Duckling Playgroups 538470 1103171

ORGANISATION DETAILS

Name Little Duckling Playgroups
Address Harmsworth Crescent
Hove
East Sussex
BN3 8BW

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

Little Ducklings Playgroups opened in 1999. It operates from Hangleton Community Centre, Hove. The facility is located in one hall on the first floor and has access to the soft play area and one further room on the ground floor. A garden is available for outside play. The setting serves the local and surrounding community.

There are currently 27 children from 2 to 5 years on roll. This includes 14 funded 3 year olds and 1 funded 4 year old. Children attend for a variety of sessions. The setting currently supports a number of children with special needs and who speak English as an additional language.

The playgroup opens five days a week during school term times. Sessions are from 09:15 to 11:45 and 12:45 to 15:15. A day session from 09:15 to 15:15 is also available.

The play scheme opens five days a week during the school holidays. Sessions are from 10:00 to 14:00.

Four full-time and two part-time staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. The setting receives support from a mentor from the Early Years Development and Childcare Partnership.

How good is the Day Care?

The standard and quality of care at Little Ducklings Playgroups is good. There is a comprehensive operational plan in place which helps guide the staff team in their daily practice. There are effective procedures for appointing suitable staff. The playgroup is extremely well organised to provide a rich learning environment both indoors and out. Staff demonstrate a sound understanding of health and hygiene issues. Generally good safety measures are in place, however one minor improvement is required. Children are safe and well cared for.

Staff have a good knowledge of each child's needs and interests. They form warm,

caring relationships with the children who are happy and confident to try new experiences. Staff plan and provide an interesting range of worthwhile topics and activities, helping children make very good progress in all areas of development. The playgroup organises the space and resources well, and children enjoy choosing from the activities that are easily accessible to them.

Partnership with parents is very good. There are formal and informal systems to share information on children's achievements and progress, ensuring children's individual needs are well met.

What has improved since the last inspection?

At the last inspection the playgroup agreed to ensure the premises were adequately ventilated. Air conditioning units are now in place to ensure the premises are suitably ventilated.

What is being done well?

- The children are given opportunities to make decisions in their environment and to investigate a wide range of experiences and relate to others through well organised activities and adults acting as positive role models responding to children's interests.
- The environment is warm and welcoming to both the children and their parents. Positive images and children's work are displayed all around the setting.
- Extensive range of play equipment is available to children which is easily accessible offering children freedom of choice.
- Staff work closely with parents to ensure consistency of care and to meet children's individual needs.

What needs to be improved?

- the availability, and control of the temperature, of the hot water.

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	Ensure hot and cold running water is available to children and that the hot water does not pose a hazard to children.

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

How effective is the nursery education?

The provision for funded education at Little Ducklings Playgroups is acceptable and is of high quality. Children are making very good progress towards the early learning goals in all six areas of learning.

The quality of teaching is very good. Staff plan a variety of interesting and stimulating activities, both for indoors and out, and understand what children learn from them. This is reflected in the planning and the stimulating environment provided. Staff provide good support and question children effectively, encouraging them to think for themselves. They have high expectations of children's behaviour and they set realistic boundaries and understand the importance of praise and encouragement in promoting good behaviour. Activities are presented in an enthusiastic manner, they are interesting and fun and children are keen to participate. Resources are of good quality and are well organised to support children's learning.

The setting generally has an effective system in place that enables them to record children's progress towards the early learning goals. However observations on focused activities requires a minor improvement as they do not clearly identify when children have achieved the learning intention. Information gathered is continually evaluated and used well to plan for the children's next stage in learning.

The leadership and management is very good. Staff work well together as a team and are actively encouraged to attend further training. There are formal and informal systems in place to monitor and evaluate the provision and help ensure continual improvement. An effective appraisal system is in place for staff, however no formal appraisal system is completed on the manager.

Partnership with parents is very good, clear written information on the educational programme is available. Formal and informal systems are in place for sharing information on children's progress and parents are encouraged to be involved in their child's learning.

What is being done well?

- Children's personal, social and emotional development is very good. They are confident, have established good relationships and play an active part in their learning.
- Staff create a well-planned stimulating environment, where children learn through a wide range of practical activities, making good use of resources. Many learning opportunities are provided throughout the daily routine.
- Staff make good use of the local environment to help children explore the natural world, learn about people and places and become familiar with their

immediate surroundings.

- Relationships within the playgroup are very good. Staff value every child as an individual and have a good knowledge of each child's personal needs.
- Children's progress in mathematics is developing very well. Many opportunities are provided throughout the day to extend children's knowledge and understanding of numbers, size and shape.

What needs to be improved?

- the appraisal system to include the manager
- the observations of focused activities to identify when children have achieved the learning intention.

What has improved since the last inspection?

At the last inspection the playgroup agreed to give children opportunities to name their work and to ensure the breadth and depth of activities continue to challenge more able children as they master more skills and to identify in assessment.

The children are given opportunities at all times to name their own work, and opportunities to ensure the breadth and depth of activities challenge more able children is in place. However, assessment requires a minor improvement to identify when children achieve the learning intention.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Staff have established friendly, positive relationships with the children and use praise and encouragement effectively to make all children feel valued. Children are actively involved in their learning. They are confident, work well independently and take initiative. Children are confident to speak in a group and to suggest ideas.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Staff question children effectively encouraging them to think and contribute their ideas. Children speak confidently to peers and adults. They talk openly during group times about themselves and their families. They express their ideas and experiences well. Children enjoy books and listen avidly to stories. They are encouraged to write their own name and through a variety of activities they increase their awareness of the different purposes of writing.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children understand the concept of simple addition and subtraction. They can say what is one more or one less and attempt to add two groups of objects. Children's understanding of space, shape and measure is developing well. They are beginning to recognise the properties of simple shapes and make patterns. They use appropriate mathematical language during free play.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are confident in using information and communication technology. They demonstrate good mouse control when playing games on the computer. Children learn about their environment through visits to local amenities such as the library, park, school and train station. They enjoy using their senses to explore objects in practical activities and have good access to a wide range of resources.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children understand the importance of keeping healthy and personal hygiene. Topics such as 'ourselves' help children understand the need for a balanced diet. Attractive range of large equipment provides sufficient challenging opportunities for climbing, jumping and balancing. Children are skilled at using a variety of construction equipment and frequently use paper, card, recycled materials, scissors and glue for cutting and joining.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Daily art and craft activities are organised and children are able to choose their own materials to create pictures and models, which challenges all abilities. Children respond with all their senses to many experiences, such as tasting and smelling food and touching a range of contrasting textures. Children enjoy participating in singing sessions and regularly explore sound and musical instruments.

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:
- ensure observations of focused activities clearly identify when children have achieved the learning intention.
- ensure the appraisal system includes all staff employed.

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.