



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 256793

DfES Number: 582043

INSPECTION DETAILS

Inspection Date	15/10/2004
Inspector Name	Heather Jeanette Knox

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Newborough Pre-School Playgroup
Setting Address	Newborough Village Hall Guntons Road Newborough Peterborough PE6 7RX

REGISTERED PROVIDER DETAILS

Name	The Committee of Newborough Pre-School Playgroup Committee 1035331
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ORGANISATION DETAILS

Name	Newborough Pre-School Playgroup Committee
Address	Newborough Village Hall Guntons Road Newborough Peterborough PE6 7RX

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

Newborough Pre-School opened in 1968. It operates from the village hall in the village of Newborough on the outskirts of Peterborough. They have use of a kitchen and storage room. There is access to an outdoor play area. The pre-school serves the local area.

There are currently 13 children from 3 to 5 years on roll. This includes 6 funded 3 year olds. Children attend for a variety of sessions. There are no children currently attending with special needs or for whom English is an additional language.

The group opens Monday, Tuesday, Wednesday and Fridays during school term times. Sessions are from 0930 until 1200. the group also offers a lunch club from 1200 until 1300.

Three staff work with the children. The supervision has an early years qualifications to NVQ 3. One member of staff is currently working towards a recognised early years qualification. The setting receives support from a teacher from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Newborough Playgroup provides satisfactory care for the children who attend. The staff provide a warm and welcoming environment to help the children feel secure and settled. There is appropriate equipment and resources available for the children. A good adult to child ratio maintained. Staff plan a wide range of activities to provide the children with an interesting environment in which they can learn and play. They have a clear understanding of their roles and responsibilities during the session, although the key worker system is not effective at supporting children. The committee are not fully aware of their responsibilities to inform Ofsted of changes to staff and committee and employment procedures do not include an induction for new staff.

Staff encourage the children to take part in all the activities available and treat the

children equally. The equal opportunities policy is very brief and staff do not provide many opportunities for the children to learn about other cultures and traditions. Risk assessments are in place and staff effectively supervise children, both indoors and outside. However, some safety issues need reviewing to minimise potential risks to children. Staff act as good role models and set clear rules and boundaries for the children. The children are well behaved and respect adult intervention and direction.

Parents are warmly welcomed into the group and take an active role by being members of the committee. They receive an informative prospectus and regular newsletters updating them on current events. Documentation, which includes a range of policies and procedures is in place as required to support the management of the group.

What has improved since the last inspection?

At the last inspection the group agreed to improve child protection procedures, obtain parental consent for outings and introduce a visitors book. The group have satisfactorily addressed all the issues raised.

What is being done well?

- The staff have good relationships with the parents who are warmly welcomed at the beginning and end of every session. They keep parents fully informed about events and activities happening at the group.
- Staff ensure that good hygiene practices are maintained. They encourage the children to regularly wash their hands after messy play and before eating. These routines are well established.
- The staff are aware of children's individual dietary needs and provide the children with healthy and nutritious snacks.

What needs to be improved?

- the employment and induction procedure to ensure regulations are followed,
- the range of activities and resources to increase children's awareness of other cultures and traditions,
- the key worker system to effectively assist children development,
- safety issues within the setting to minimise risks to children.

Outcome of the inspection

Satisfactory

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	produce an induction procedure for new staff and volunteers and allocate children to a key group;
6	review safety issues in relation to the toilet doors, recording of fire drill, testing of electrical equipment and displaying of insurance policy;
9	extend the equal opportunities policy and ensure children have an appropriate range of activities and resources that promote equality of opportunity and anti-discriminatory practice.

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 Newborough Pre School is acceptable but has some significant areas for improvement. Learning in the area of personal, social and emotional development and physical development is generally good but there are significant weaknesses in the other four areas of learning.

The quality of teaching has significant weakness. The staff provide positive role models for the children, supporting their play and helping them to learn about right and wrong. However, staff's limited knowledge of the foundation stage restricts children's progress. The curriculum planning is limited and does not identify the expected learning outcomes for the areas of learning. There is a reliance on child initiated learning and insufficient use is made of everyday routines to challenge children. Regular assessments are made on children but these do not refer to the stepping stones and are not used to inform future planning.

Leadership and management had significant weaknesses. Systems are not in place for effective monitoring and evaluating of the provision. Staff work well as a team and are committed to improving the outcomes for children's learning.

Partnership with parents is generally good. Parents receive a detailed prospectus although this has no information on the educational provision. Although staff talk to parents on a daily basis parents do not receive sufficient details of how their child is progressing towards the early learning goals.

What is being done well?

- Children personal, social and emotional development is well fostered. Children are interested in the activities and are happy and settled at the group. They have good relationships with each other and the members of staff
- Children are well behaved and are able to share and take turns. They have a good understanding of right and wrong.
- Children are responsive and have good listening skills.

What needs to be improved?

- the planning to enable staff to clearly identify what they expect the children to learn from the activity;
- the focus of activities for mathematics, literary skills and exploration of materials to increase children's learning in these areas;
- the knowledge and understanding of the staff so that opportunities for learning and challenge are not missed;

- the assessment and record keeping system to track children's progress and help set future planning;
- the information given to parents relating to the foundation stage and their child's progress in the early learning goals.

What has improved since the last inspection?

The setting has made limited progress in addressing the three key issues raised at the last inspection and this has had limited impact on the children's learning. A new planning and assessment scheme has been introduced but still lack detail and the two systems do not link together. Children still lack opportunities to listen and respond to music.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are happy and settled at the group and show an interest in the activities available. They concentrate and persevere in their tasks. Children have good relationships with each other and the adults in the group. They are well behaved and have a good understanding of right and wrong. They show independence skills as they wash their hands and put on aprons and shoes. Children treat each other with respect although there are limited opportunities for children to learn about other cultures.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Significant Weaknesses
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Children enjoy looking at books and are beginning to understand that print has meaning. They enjoy talking to their friends and adults although there are limited opportunities for the less confident child to share their views. Children do not explore sounds or the links between sounds and letters. Although materials are provided children do not write for a purpose in meaningful activities. Name cards are not effectively used to support learning.

MATHEMATICAL DEVELOPMENT

Judgement:	Significant Weaknesses
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Children have a good understanding of number order and can count to five. They are able to sort and match according to colour and different categories. However, everyday activities are not effectively used to extend children's number skills. Children do not compare numbers, add or take away or use mathematical language in their play. There are insufficient opportunities for children to learn about shape or recreate patterns.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Significant Weaknesses
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Children confidently construct with a range of materials and effectively use tools for a purpose. They use everyday technology such as telephones in their play. Children go out for walks to learn the Green Cross Code and look in the garden for insects and birds. However, there are limited opportunities for children to learn about a sense of time. Activities and resources are not fully planned and used to develop children's skills in exploration and investigation.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children move confidently with control and co-ordination around the playroom. They crawl through tunnels and hop on bubble wrap. They are developing their balancing skills as they 'ski' on boxes. Children effectively use small tools such as scissors and brushes in their creative work. Children show good hand eye co-ordination as they dress and undress dolls and throw and catch balls.

CREATIVE DEVELOPMENT	
Judgement:	Significant Weaknesses
<p>Children show good imaginative skills as they use the role play and pretend to cook and iron. They enjoy using the zoo and the train track to make up their own stories. They use their senses as they bake pizzas. Children have limited opportunities to listen to different sounds and sing simple songs or move their bodies to music. Children participate in art work but have insufficient activities to use their senses and experiment with colour, shape and textures in both two and three dimensions.</p>	

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable but has some significant areas for improvement. Children's progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- Increase staffs knowledge and understanding of the early learning goals to develop their ability to extend children's learning.
- Develop the planning of the curriculum to show clearly what it is the children are expected to learn from the activities and how they will be challenged. Extend planning so that children gain the most from practical activities. Include more time for mathematics, language and literacy and knowledge and understanding of the world.
- Use the information gained in the assessments to plan activities to meet the differing needs of the individual children.
- Provide information for the parents to show how the group delivers the foundation stage and give parents details on how their child is progressing towards the stepping stones.

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.