



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 199483

DfES Number: 518704

INSPECTION DETAILS

Inspection Date 11/04/2003
Inspector Name Nikki Whinton

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Wise Owls Playgroup
Setting Address The Manor Room
The Village Hall, East Street, Lacock
Chippenham
Wiltshire
SN15 2LF

REGISTERED PROVIDER DETAILS

Name The Committee of Wise Owls Playgroup

ORGANISATION DETAILS

Name Wise Owls Playgroup
Address Manor Rooms
The Village Hall, Lacock,
Chippenham
Wiltshire
SN14 0QX

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

Wise Owls Pre-School has been established for over 30 years. It operates from the village hall, with access to toilets and a kitchen area.

The setting is permitted to care for a maximum of 18 children aged three to five years. There are currently 18 children on roll. This includes four funded three year olds and seven funded four year olds. It is currently open weekdays for 33 weeks of the school year for a variety of morning and afternoon sessions. There are presently no children attending with identified special educational needs or with English as an additional language.

Five part time members of staff are employed. Two have Early Years qualifications, three are undertaking training. The group receives assistance from the Early Years Partnership support teacher.

How good is the Day Care?

Wise Owls Playgroup provides satisfactory care overall for children.

The qualified playleader is very experienced. Staff are currently undertaking appropriate professional qualifications and training. Good quality records, policies and procedures are well maintained, regularly updated and easily accessible.

Staff are vigilant in ensuring children are safe and well cared for within the provision and on outings. They know the children well and are aware of their individual needs. Staff actively promote good hygiene practices and a healthy nutritious diet for the children whilst attending the group. Staff need to ensure they are pro-active in following up any childcare concerns.

The well deployed staff have a very good relationship with the children, are interested in what they say and ensure all children are included and valued as individuals. Staff have available a wide range of equipment, resources and play materials to meet the children's needs. However, they offer limited opportunities for

children to develop their own ideas within imaginative play.

Staff have a very good relationship with parents and carers. Regular planned meetings are provided to share information with parents and discuss childcare issues.

What has improved since the last inspection?

At the last inspection the group was requested to obtain minimum levels of staffing qualifications, make sure staff were deployed effectively to support children's welfare and development, provide regular opportunities for parents and staff to update records and ensure there were procedures in the event of a child being lost and for advising parents what foods could be stored safely.

The group has arranged for minimum levels of staffing qualifications to be achieved by November 2003. Staff are now well deployed to support children's welfare and development. The group provides termly opportunities for parents and staff to update records and there are good procedures in the event of a child being lost and for advising parents what foods can be stored safely

What is being done well?

- Staff have a good understanding of health and safety issues. They are well deployed within the group and are vigilant in ensuring children are safe and well cared for within the premises and on local outings.
- Good quality records, policies and procedures are well maintained, regularly updated and easily accessible to parents and staff.
- Staff know the children well and have a good relationship with them. They are interested in what the children say and ensure all children are included and valued as individuals.
- There is a very strong partnership between the staff and parents. Regular planned meetings are provided to discuss childcare issues and view children's records and assessments.

What needs to be improved?

- opportunities for children to develop and extend their own ideas during imaginative play;
- procedures when possible special needs concerns are raised about a child.

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
3	increase opportunities for children to develop and extend their ideas in imaginative play.
10	ensure staff take appropriate action when they have concerns about possible special needs.

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

How effective is the nursery education?

Children are making generally good progress towards the early learning goals in all areas of learning and very good progress in personal, social and emotional development. Children are confident, articulate and eager to learn. They are very well behaved.

Teaching is generally good. Staff know the children and their families well. They develop good relationships with the children and interact especially well when working individually with children. Staff have a good knowledge of the early learning goals and are clear about what children are to learn from activities. Staff make regular observations of children and records of their progress are updated weekly. They use this knowledge to help children make progress.

All staff are involved in planning a range of activities that cover all areas of the curriculum. However activities are often unappealing, uninteresting or not challenging enough to engage the children and encourage them to explore and investigate. As a result several activities are poorly used and learning opportunities missed. Children's imaginative play is not sufficiently encouraged or well resourced.

Children do not have daily opportunities to share books with adults and to hear and enjoy rhyme and rhythm and link initial sounds to letters.

The leadership and management is generally good. The staff work well as a team and are well supported by the committee. The group are committed to improving the care and education offered. Professional development is given high priority and funds are made available to improve resources and maintain high staffing levels.

The partnership with parents is very good. There is an informative prospectus and parents are generally well informed about their child's development, through free access to records which are regularly updated and planned meetings. Parents are encouraged to share what they know about their child and key workers develop good links with children and their families.

What is being done well?

- Children's personal, social and emotional development is very good. They are confident, articulate and eager to learn. They concentrate well, take turns and share.
- Staff have high expectations of behaviour. They explain clearly, have a consistent approach and build children's self esteem with praise and encouragement. As a result, children are very well behaved.
- Children count confidently and accurately and use numbers spontaneously in their play.

- Staff have a good understanding of the early learning goals and are clear about what the children are to learn from activities. They monitor and record children's achievements and use this knowledge to help children progress, especially when working with them individually.
- Parents receive good quality information about the group and are well informed about their children's progress. They are encouraged to become involved in their child's education.

What needs to be improved?

- the range of interesting and challenging activities, that will engage all children, including those who learn in a more active way;
- opportunities for children to develop their imagination, especially through role play;
- opportunities for all children to enjoy sharing books and listening to stories and encouragement to hear rhyme, rhythm and initial sounds;
- opportunities for children to explore and investigate why things happen and how things work.

What has improved since the last inspection?

The group have made generally good progress in addressing the areas identified for improvement in the last inspection.

1. Staff have adopted the 'building blocks' system for observing and recording children's development. This information is effectively shared with parents both informally and at regular planned meetings.
2. Staff are now better deployed to observe children during free play and inappropriate behaviour is immediately corrected and no longer a problem.
3. The lack of sufficient interesting and challenging activities, especially those that allow independent learning, remains an issue, except for creative development, where children now have daily opportunities to select their own craft materials and develop the activity independently.
4. Children now have more regular opportunities to learn about their own cultures and beliefs and those of others.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children's progress in personal, social and emotional development is very good. Staff have high expectations of children's behaviour, they give clear explanations and praise and encouragement. As a result children are very well behaved, confident, articulate, and independent in their personal care. They concentrate well and are eager to learn when interested but at times activities are not sufficiently interesting or challenging for all children.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children's progress in communication, language and literacy is generally good. Most children speak confidently and articulately even within a large group. They recognise their names on name cards and attempt to write their names on work. Attempts at early writing are well supported by staff. There is no group story time and whilst many children enjoy looking at books, not all will do so. Children are not regularly encouraged to hear rhyme and rhythm in words and to hear initial sounds.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children's progress in mathematical development is generally good. Staff take opportunities to count and use mathematical language and many children can count to ten and beyond and recognise numerals. Children are able to compare objects by size, weight and shape. They understand and use positional language well. There are not enough opportunities to learn about simple number operations such as addition and subtraction and to solve practical problems through everyday activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children's progress in knowledge and understanding of the world is generally good. Children learn about technology through using a computer, keyboard and programmable trucks. They explore the environment and where they live and develop a sense of time during frequent walks around historic Lacock village. Children are able to build and design with a range of construction materials. They do not have enough opportunities to investigate why things happen and how things work.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children's progress in physical development is generally good. Staff give good support to children, who use a range of tools and materials with increasing skill and show good hand eye coordination. Children move confidently and with control, showing an awareness of the space around them and of others. They use a range of small equipment such as balls, hoops and balancing beams to increase their physical skills but the group's climbing frame is rarely used. They learn about keeping healthy.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children's progress in creative development is generally good. They explore colour, texture and shape in a variety of adult led and child initiated craft activities. They enjoy exploring sound and how it can be changed through playing a range of percussion instruments and the regular use of an electronic keyboard. Children do not have enough opportunities to develop their imagination, especially through role play, which is poorly resourced and not regularly available.

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

- provide a range of interesting and challenging activities, that will engage all children, including those who learn in a more active way;
- encourage children to play imaginatively and develop story lines, such as through well resourced role play;
- ensure that all children enjoy sharing books and listening to stories and that staff encourage children to hear rhyme, rhythm and initial sounds;
- provide more opportunities for children to explore and investigate why things happen and how things work.

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.