



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 122442

DfES Number: 521544

INSPECTION DETAILS

Inspection Date 05/02/2004
Inspector Name Carol Newman

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name West End Play Group
Setting Address Village Hall
West End Lane, West End
Esher
Surrey
KT10 8LB

REGISTERED PROVIDER DETAILS

Name The Committee of West End Play Group

ORGANISATION DETAILS

Name West End Play Group
Address Village Hall
West End Lane, West End
Esher
Surrey
KT10 8LB

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

West End Playgroup has been operating since 1975. It is a committee run group and a registered charity. The group are registered to care for no more than 26 children.

The playgroup operates five mornings a week from 09:30 to 12:30 in West End Village Hall and serves the local area. In addition a toddler group runs on a Thursday from 12:45 to 14:45.

The group have access to a large foyer which is used for messy play, the kitchen, toilet facilities and hall and a small fully enclosed outdoor area. Regular use is also made of the pond and common land adjacent to the premises.

The group are currently in the process of Pre-school Learning Alliance accreditation and are supported on a half termly basis by the designated local authority Early Learning Advisor.

There are six members of staff, four of whom are suitably qualified and one is currently training. There are 34 children on the register, of these, there are 10 funded 4 year olds and 16 funded 3 year olds.

Procedures are in place to accommodate children with special needs and English as a second language.

How good is the Day Care?

West End play group provides good quality care for children.

The staff offer a warm and welcoming environment and meet the children's needs by working as a team. They understand the clearly stated policies and procedures and implement them effectively. Management carry out regular risk assessments to identify possible hazards and children are safely escorted on outings. Staff pay good attention to children's dietary needs and encourage the children's understanding of appropriate hygiene practices.

Children have access to a wide range of stimulating toys and equipment and staff plan and provide an excellent choice of appropriate activities each day. Staff take the time to talk to children in order to build strong relationships. They treat all children with equal concern and procedures are in place to support children with special educational needs and English as an additional language.

Children understand the boundaries for behaviour and staff value and support good behaviour. Children play happily together. Parents are welcomed into the setting and encouraged to ask questions and exchange information for the benefit of the children.

All record keeping is in place and efficiently maintained however there are some minor amendments to be addressed.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Children have access to well planned, stimulating activities and staff support children by asking questions to make them think.
- The premises are warm and welcoming and space is organised and used to meet children's needs.
- Staff take positive steps to promote safety within the setting and actively promote good health and hygiene practices.
- All children are included and their differences are valued. Appropriate procedures are in place to address children's special needs.
- Clear behaviour management strategies are consistently implemented.

What needs to be improved?

- the complaints procedure with regard to the correct details of the regulator
- the availability of staff details in the event of an emergency.

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
12	Amend the complaints procedure to accurately reflect the contact details of the regulator.
14	Ensure a record of staff details, including emergency contact details, is retained on the premises.

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

How effective is the nursery education?

West End Play Group offers high quality provision, which helps children to make very good progress towards the early learning goals in all six areas of learning.

Teaching is very good in all areas of learning. Staff consistently use open-ended questions to support children's play and develop their language and thinking skills. Children have access to a good range of resources that are well organised and used effectively to ensure children's progress through the stepping stones. Staff respect the children's ideas, value their work and display it attractively. They use their experience and knowledge to extend activities for more able children. Staff make regular observations of children's progress and use them to inform their planning. Effective procedures are in place to support children with special needs and English as an additional language. Staff ensure children are gainfully employed and this has a positive effect on their behaviour.

Leadership and management are very good. Staff are well supported by a strong committee of dedicated parents. They work together for the benefit of the children and the improvement of the educational provision. The managers and staff work hard to develop a strong team and are committed to providing opportunities for staff development. They meet regularly to evaluate and review the effectiveness of the play group practice.

The partnership with parents and carers is very good and contributes to children's progress. Parents are well informed about the foundation stage and the children's activities through presentations and handouts. They are actively encouraged to support the group by joining the parent rota and the committee. Parents are kept informed of their children's progress through regular reports and key worker meetings. Strong parent staff relationships are maintained through social events and the parent committee actively supports the group.

What is being done well?

- Staff have a very good knowledge and understanding of the foundation stage curriculum and how young children learn. They respond to children's interests and make excellent use of spontaneous learning opportunities.
- Staff work as a team to ensure that children have access to a well planned range of meaningful activities.
- Staff promote good relationships with parents. They work together for the benefit of the children.
- Children are confident to try new activities and to develop their own thoughts and ideas through activities that are familiar to them.
- Children's learning is supported through the good use of local resources and

visitors to the group.

What needs to be improved?

- the opportunities for children to freely express themselves through activities such as model making and collage
- the further development of the curriculum planning to include the rotation of activities and the identification of their learning aims and outcomes.

What has improved since the last inspection?

At the last inspection the setting agreed to improve their assessment and recording procedures. An assessment procedure has since been implemented and recently replaced by the Surrey Child Profile. This has had an effective impact on the children's learning as it ensures that the children's strengths are developed and their weaknesses addressed.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children confidently try new activities. They share and negotiate and understand the consequences of their actions. Children attend to their personal needs such as finding their labelled drinks and visiting the toilet independently. Children understand that the views and cultures of others should be treated with respect, for example during Chinese New Year celebrations. Staff ensure activities are presented attractively which has a positive influence on children's concentration and motivation.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children listen carefully. They express themselves clearly and take turns in conversations. They understand that print carries meaning in both their culture and those of others for example, when looking at their names written in Chinese. They write for a purpose, particularly during role-play, and are beginning to link sounds and letters and form letters correctly. Children use books for enjoyment. Staff assist children to use an encyclopaedia to locate information.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count confidently to 10 and beyond during registration and when preparing the fruit for snack time. They use developing mathematical ideas to solve problems such as finding the correct number of chairs for activities and matching the number of children at the water tray with the number of aprons. Children demonstrate a developing understanding of addition and subtraction when singing familiar number songs. Staff encourage children to use number throughout the daily routine.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children observe change when cooking or putting red crepe paper and glitter in water. They show curiosity and ask questions about how the electronic till operates and make calls on their mobile phones. Children draw their families and represent the different generations with magazine pictures. They regularly observe local features and wildlife on walks to the local pond and woods. Staff make excellent use of spontaneous learning opportunities such as finding a spider in the water funnel.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children climb confidently on the climbing frame, balance on straight and curved beams indoors and outdoors, crawl through tunnels, throw and catch balls and beanbags and use space effectively. Children use knives for cutting the snack time fruit, scissors, large and small paintbrushes and cutters and rollers efficiently. They understand the importance of being healthy through the daily routine and through regular visits from people such as the dental hygienist.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children use paint freely. They explore materials such as play dough containing glitter and use their own ideas to decorate their Chinese bookmarks. Children sing familiar songs with confidence and match actions and movement to them. They use musical instruments to recreate rhythms. They play imaginatively and continually develop and revisit role-play scenarios such as their fire fighters game. Staff value children's creativity and provide an excellent range of resources to support it.

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:

- Points for consideration:
- develop opportunities for children to freely express themselves through activities such as model making and collage
- continue to develop curriculum planning to include the rotation of activities and the identification of their learning aims and outcomes.

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.