



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 218132

DfES Number: 515095

INSPECTION DETAILS

Inspection Date	09/12/2003
Inspector Name	Dianne Lynn Sadler

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	DOSTHILL PARK PRE - SCHOOL PLAYGROUP
Setting Address	DORCAS CENTRE OFF BLACKWOOD ROAD,DOSTHILL TAMWORTH STAFFORDSHIRE

REGISTERED PROVIDER DETAILS

Name	The Committee of DOSTHILL PARK PRE - SCHOOL PLAYGROUP COMMITTEE
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ORGANISATION DETAILS

Name	DOSTHILL PARK PRE - SCHOOL PLAYGROUP COMMITTEE
Address	Dorcas Centre off Blackwood Road, Dosthill Tamworth Staffordshire B77 1JE

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

Dosthill Park Pre-school Playgroup opened in 1992. It operates from a community centre in Dosthill park, near to Tamworth town centre. It serves the local community.

There are currently 60 children aged between 2 years and 5 years on roll. This includes 33 funded 3-year-olds and 12 funded 4-year-olds. Children attend for a variety of sessions.

The pre-school opens five days a week, term-time only. Sessions are from 09:30 until 12:00, Monday to Friday, and 13:00 until 15:30 Monday to Wednesday.

There are thirteen staff in total who work with the children. Eleven staff have Early Years qualifications level 2 or 3. The setting receives support from a teacher from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Dosthill Park Pre-school Playgroup provides a good standard of care for children. The pre-school offers a warm, welcoming environment and makes good use of space available to meet the needs of children. The operational plan is well written and effective in practice, containing all relevant records and policies and procedures. There is a wide range of toys, furniture and equipment available, easily accessed by children.

All hazards have been identified and minimised, creating a safe environment where children feel safe and secure. Good hygiene practices are in place and children's dietary needs are met well, according to the wishes of parents. A good choice of healthy, nutritious snacks are provided, with alternatives offered when necessary. Routines and boundaries are clear and understood by children, with praise and encouragement being used to reward positive behaviour.

Staff work well as a team and are included in all the decision making and planning within the pre-school. Activities are very well planned and stimulating, covering all

areas of learning. Children are offered choice and their independence is being promoted. Interaction between adults and children is very good, with adults listening to what children say and do, ensuring children develop confidence. All of the children are included in the pre-school and valued and their individual needs are met well.

The pre-school develops good relationships with parents. The staff work closely with parents to ensure the children's individual needs are met according to their wishes. There are effective procedures in place for sharing records with parents and keeping them well informed. Parents are also encouraged to contribute to the decision making within the pre-school with the use of a suggestions box.

What has improved since the last inspection?

Not applicable, as there were no actions raised at the previous inspection.

What is being done well?

- The partnership between staff and parents, keeping them well informed and included in their children's progress. Parents are encouraged to influence decision making with the use of a suggestions box.
- The planning and implementation of the curriculum. There is a wide range of activities offered to children ensuring they have choice and their independence is promoted.
- The implementation of an effective operational plan. Staff work very well as a team, with the supervisor understanding the abilities of the staff and delegating responsibility appropriately.
- The inclusion of all children in the group. The individual needs of all children are understood and met well, especially children with special needs.

What needs to be improved?

- the records, policies and procedures to be reviewed and amended.

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
13	Revise and amend the child protection policy.

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

How effective is the nursery education?

Dosthill Park Pre-school Playgroup provides high quality nursery education overall which enables children to make very good progress towards the early learning goals. Their personal, social and emotional development is particularly well planned, with children learning to share, take turns and show respect for each other.

The quality of the teaching is very good. Clear educational plans are organised, covering every area of learning, however children do not have full opportunities to develop an understanding of calculation in spontaneous situations on a daily basis. Staff use the wide range of resources available imaginatively to develop children's knowledge in the six areas of learning. Staff listen to what children say and extend children's learning by encouraging them to think and express their ideas and feelings. Staff manage children's behaviour very well, having clear, consistent expectations. Children with special needs are encouraged to participate in all activities and are making good progress.

The leadership and management of the pre-school are very good. There is a committed and enthusiastic team, who work well together. All staff are included in assessments carried out with the children and in the planning of the curriculum. Communication is effective and the supervisor has implemented a well planned programme of staff development aimed at evaluating and improving teaching.

The partnership with parents is very good. Parents spend time talking informally to staff about their children and are well informed about the provision. There are good opportunities for parents to receive and discuss information about their children's development. Parents are encouraged to participate and influence the children's learning by working in the group, assisting with fundraising events or taking part in the management of the group. This ensures good links between home and pre-school.

What is being done well?

- Staff manage children's behaviour very well. They have consistent and clear expectations of the children and use excellent strategies to promote good behaviour. Children have a good understanding of the rules and boundaries, which are discussed regularly during the session.
- Children with special educational needs are included in all activities. Staff find out all they can about children's specific needs. They work in partnership with parents, carers and outside agencies to ensure children's needs are met well.
- Staff plan the curriculum very well ensuring all areas of learning are covered. There is also a good system in place to evaluate children's learning, which is used to ensure all children make good progress.

- Children's personal, social and emotional development is promoted very well, with children learning to share, take turns and show respect for each other.
- Staff work well as a team. There is effective communication and commitment to staff development. All staff are included in the planning and decision making within the pre-school.

What needs to be improved?

- the opportunities for all children to develop an understanding of calculation in spontaneous and routine situations.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are involved in a stimulating range of activities that help them progress and motivate them to learn. All children are able to sit and concentrate for appropriate periods of time and are confident to try new experiences. Children are encouraged to be independent and are able to choose between activities, select resources for themselves and take care of their personal needs. Children behave well and are able to take turns, share and are learning to show respect for each other.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children take part in a large variety of activities which develop their listening skills. They are all able to confidently communicate ideas and feelings and use speech to explore real and imagined experiences. All children are developing an enjoyment of books and demonstrate an understanding of how to use them and use language to predict the outcome of a story. All children are able to recognise and attempt to write their own names. Print is displayed around the hall on signs and posters.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children are able to learn about number through a range of well planned and spontaneous activities. All children count confidently to ten and beyond with meaning and are able to say and use number names. There are limited opportunities for children to develop an understanding of calculation in spontaneous situations on a daily basis. All children are using mathematical ideas to solve problems and are able to recognise shape and size.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children are able to discuss their families past and future events with confidence. They are able to investigate and explore a range of objects and materials, construction toys and re-cyclable materials are used to create models. Children are able to explore the natural world and the community in which they live, they grow flowers from bulbs and visit local places of interest. All children are learning about other cultures and beliefs during spontaneous play and planned activities.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children are involved in well planned physical play sessions daily, both indoors and outdoors. Children are developing a sense of space, and are able to use both small and large equipment with confidence and control. All children are developing a good awareness of their own bodies and enjoy music and movement. A wide range of tools are freely accessible to the children to develop fine manipulative skills.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children have plenty of opportunities to explore colour, texture, shape, form and space. They are able to respond in a variety of ways to what they see, hear, smell, taste touch and feel. All children are encouraged to use their imagination and express their ideas, thoughts and feelings in a variety of activities. All children confidently recite nursery rhymes from memory in small group situations and explore music and movement.	

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:
- use daily activities and routines to develop and consolidate children's understanding of calculation.

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.