



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 223757

DfES Number: 521377

INSPECTION DETAILS

Inspection Date 19/11/2003

Inspector Name Jan Burnet

SETTING DETAILS

Day Care Type Sessional Day Care

Setting Name Grangehurst Playgroup

Setting Address Grangehurst Primary School, Anderton Road
Coventry
West Midlands
CV6 6JN

REGISTERED PROVIDER DETAILS

Name Grangehurst Playgroup 223755

ORGANISATION DETAILS

Name Grangehurst Playgroup

Address Grangehurst Primary School
Anderton Road
Coventry
West Midlands
CV6 6JN

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

Grangehurst Playgroup was established in 1991. It is privately run and managed and operates in a purpose built nursery area in Grangehurst Primary School. There are 52 funded three and four year old children on role. Operational times are term time only Monday to Friday from 09:00 until 11:30 and Monday to Thursday from 13:00 until 15:30. Priority for places is given to children living in the school catchment area.

The children are cared for by three full time and two part time staff. There are always five staff present and four hold a childcare and education level three qualification. A new member of the team is working towards level two. The Early Years Development and Childcare Partnership provide teacher support.

A service is provided for children with special needs. There are children attending who speak English as an additional language.

How good is the Day Care?

Grangehurst Playgroup provides good quality care for children. The playgroup is well organised with good routines, equipment and resources. Space is used creatively in the playgroup accommodation and other areas within the school. Staff/child ratios exceed the minimum required standard as five staff care for 26 children aged three and four years. Four of the team hold a childcare and education level three qualifications. Staff demonstrate a commitment to developing their skills and knowledge and regularly attend training. Documentation and records are kept in good order. However, a written procedure for a lost child should be drawn up and hours of attendance should be added to the daily record of children looked after.

Staff ensure that the environment is welcoming and safe. Security of the school grounds and buildings is good. Health and hygiene issues are addressed well. All staff currently have in date first aid certificates and one has completed basic food hygiene training. Children are provided with a choice of fruits and a drink midway through the two and a half hour session.

The interaction between the staff and the children is good. Staff are aware of individual needs and establish good relationships with the children. Activities are varied and well planned and resources are plentiful. Routines are consistent and the children are settled and happy. The management of behaviour is good. Children behave well and are aware of behaviour boundaries. Staff ensure that children with special needs and children who speak English as an additional language are well supported. They work closely with parents and other professionals. Resources that reflect positive images of culture, gender and disability are good.

Partnership with parents is given a high priority. Parents are made welcome and are encouraged to spend as much time as they feel is necessary to settle their child in. Communication, verbal and written, is good.

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 relationships between the staff and the children are good. Children are happy and settled and show great interest in the variety of stimulating activities provided for them. Staff record observations that inform planning for individual children.
- The accommodation is good. The playgroup room is well organised with direct access to a recently remodelled outdoor play area and close links with the school means that children also have access to an environmental garden, outdoor classroom, music room and school hall.
- Resources are plentiful. Children are able to choose from a variety of good quality toys and equipment to promote learning in all areas.
- Staff are committed to providing equality of opportunity for all children. Each child is cared for as an individual and supported well. Inclusion is given a high priority with activity plans adapted to ensure that every child is able to reach their full potential.
- The management of behaviour is good. Staff take account of different levels of development, they lead by good example and are consistent in their approach. They promote positive behaviour with praise and encouragement and encourage self-discipline and self esteem.
- The partnership with parents is good. Parents are made welcome. A booklet is provided which includes policies and procedures and general information. Newsletters are regularly sent and information is displayed on parent notice boards. Comments from parents are used to inform planning for their child.

What needs to be improved?

- the development of a written procedure to be followed in the event of a child being lost

- the inclusion of hours of attendance in the daily record of children looked after.

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
2	Develop a written procedure to be followed in the event of a child being lost.
14	Include hours of attendance in the daily record of children looked after.

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

How effective is the nursery education?

Grangehurst Playgroup offers very good quality nursery education, which helps three and four year old children make progress along the stepping stones towards the early learning goals. Children make very good progress in all six areas of learning and show great interest and involvement in the activities provided for them.

Teaching is very good. Staff demonstrate a secure knowledge of the foundation stage curriculum and are committed to developing their knowledge with ongoing training. Children are grouped according to their level of development for some activities and the challenges set for all children are very good.

Curriculum planning is effective and staff constantly record observations, discuss children's progress as a team and key workers collate information for future planning and assessment records which are completed each term. Support for children with special educational needs and for children who speak English as an additional language is very good and staff ensure that all children are able to reach their full potential. Staff lead by good example and aim to raise children's self esteem and encourage self discipline. Staff are consistent in their management of behaviour.

The leadership of the playgroup is very good. All staff are clear about their roles and responsibilities, communication is good and they work well as a team. An appraisal system has been developed and includes staff identification of how they will develop their own skills and knowledge. Staff meet regularly to plan for the future and review previous practise.

Partnership with parents is very good. A playgroup booklet is provided, which includes the education program, policies and procedures. Information is shared on parent notice boards and in regular newsletters. Parents complete an initial child profile and assessment records are shared with them each term. Information gathered from parents at these meetings is used to inform future planning.

What is being done well?

- Children are keen to learn and show great interest in the activities provided for them and the resources and activities that they select for themselves.
- Staff have a clear understanding of the stepping stones which leads to well planned activities and appropriate challenges for all children including children with special educational needs.
- Children's speaking and listening skills are developing well in small and large group situations.
- Activities to develop fine manipulative skills are given a high priority and this has enabled children to develop good pencil control.

- Staff make very good use of the environment to foster children's interest in the natural world.
- Children's learning is assisted by very good accommodation and resources and they benefit from school facilities and equipment due to close links with the school.

What needs to be improved?

- children's experiences of culture and beliefs and a sense of community.

What has improved since the last inspection?

Staff were asked to consider one point for development following the last inspection: to provide parents with details of the educational programme and how it is implemented through the six areas of learning.

The improvement made as a result is very good as information on the six areas of learning has been added to information in the prospectus and curriculum planning is displayed for parents.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy and settled. They show great interest in their activities, enthusiastically join in with adult led activities and confidently choose their own resources. They separate happily from their parents. Most children express their feelings, speak confidently and share experiences in a large group. They are aware of the boundaries for behaviour and show consideration for others. Children are developing personal independence. They are learning about different cultures and beliefs.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Speaking and listening skills are developing well. Most children speak confidently to staff, other children and to visitors. They eagerly respond when asked questions at story time. Children are beginning to recognise their name by selecting name cards at group time and link sounds to letters by making the initial letter sound in their own name. They have constant opportunities to develop fine manipulative skills and most are able to draw enclosed shapes. Some can write their first name.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children practise counting daily. All count confidently to five and some are able to count passed 10. They are learning to recognise numerals to five. Children name two-dimensional shapes and count how many sides each shape has. They are beginning to develop an understanding of addition and subtraction and talk about more and less. Children discuss big and small and empty and full in day to day activities. They use scales to weigh and balance and measure their height for the "Me" theme.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children experience opportunities to explore and investigate. They learn about how plants and other living things grow and explore the school environmental garden and outdoor classroom. The children use information technology equipment on a daily basis, including a computer linked interactive white board. More experienced children are able to use the computer mouse. They are learning about different cultures and beliefs and other children's families.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children benefit from a well planned physical activity timetable. They are learning to control body movements whilst moving to music, competently pedal and steer and balance with varying degrees of adult support. They climb, jump, kick, catch and throw and are learning to use skipping ropes. Children have an awareness of their own space and that of other children. They learn about keeping healthy and the effects of exercise on their bodies. They use a good variety of large and small equipment.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children explore texture, colour and music during day to day and planned activities. They build and mould with a variety of materials and name and mix colours. Children respond to music, have learned a variety of songs and rhymes and tap out simple rhythms with musical instruments. They imitate situations they have seen and some children involve others in their role play. Children choose from a good variety of tools every day including scissors suitable for different stages of development.

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:

- Point for consideration:
- continue to broaden children's experiences of culture and beliefs and a sense of community.

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.