



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 110090

DfES Number: 584481

INSPECTION DETAILS

Inspection Date 25/09/2003
Inspector Name Amanda Shedden

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name TRIANGLE PLAYGROUP
Setting Address Fromond Road
Winchester
Hampshire
SO22 6EG

REGISTERED PROVIDER DETAILS

Name The Committee of Triangle Playgroup

ORGANISATION DETAILS

Name Triangle Playgroup
Address Fromond Road
Winchester
Hampshire
SO22 6EG

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

Triangle Playgroup is located in the Methodist church hall in Weeke, Winchester. Children come from the surrounding area. The playgroup is managed by a committee of volunteers. It provides sessional care and is registered for 26 children between two and five years. They may attend for either a morning or an afternoon session. It is the group's policy not to accept children younger than two years nine months. The playgroup has a strong commitment to staff training and normally operates with a staffing ratio of one adult to six children. It is registered to take children who are in receipt of funding.

How good is the Day Care?

Triangle Playgroup provides satisfactory care for the children. The playgroup is well organised and good use is made of the available space. They have effective measures to ensure that suitable staff are appointed ensuring the protection of the children. Staff are committed to training to build upon their skills.

The premises are multiuse and the staff are vigilant ensuring that the children are escorted when using other areas of the building. The staff make the room as welcoming as possible. The group have a full compliment of good quality toys and equipment that the children use freely. However the children are not encouraged to make choices or attempt activities themselves as many of the activities are too adult led.

There is a high staff to child ratio and the staff have different strategies in place according to the needs of the child to ensure that all the children feel settled and secure. Every child has a key worker and children with special needs are well supported and fully included in activities. The staff show good awareness of health and hygiene issues.

The parents are made to feel welcome and are invited to talk to their child's key worker at any time, however they are not informed of their child's educational

progress regularly. The parents are given regular newsletters informing them of topics to be covered. Most policies are in place although they are waiting to be ratified by the new committee.

What has improved since the last inspection?

This does not apply as the last inspection was a transitional inspection.

What is being done well?

- Staff make sure all children who attend are safe and well cared for. The staff have a high regard for safety. They are vigilant in ensuring that the children are kept safe.
- Staff are active in promoting good health and hygiene routines. They have undertaken extra training to act appropriately if a child should have an allergic reaction.
- Children with special needs who attend the group are well supported, are included in all activities and staff work with other agencies to ensure that the children's needs are met.

What needs to be improved?

- the procedure for lost or uncollected children
- the information given to parents about the educational provision provided for the children
- the balance between adult led and child initiated activities.

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	allow the children opportunities to make decisions and do things for themselves.
14	develop a procedure to be followed if a parent fails to collect a child or a child is lost.
12	ensure that parents are aware of the educational provision provided for their child.

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

How effective is the nursery education?

Triangle Playgroup provides an acceptable nursery education but has some significant areas for improvement. Children's progress towards the early learning goals is limited by some significant weaknesses.

The quality of teaching has significant weaknesses. Staff have an awareness of the foundation stage but they are not consistent when questioning the children enabling them to extend their knowledge or learning. Staff do not encourage the children to become independent. The planning of activities does not show a balanced curriculum nor does it show what or how the children are expected to learn. Observations of children's learning are made but they are not used to inform the plans of what children are expected to learn. The children are interested in learning and enjoy a variety of activities that they enthusiastically undertake. The children have good relationships with the staff and with each other and their behaviour is good.

Leadership and management have significant weaknesses. The staff work well as a team and they are committed to the care and education of the children. The planning lacks detail, and evaluations and assessments of the provision are not used to inform planning which leads to many learning opportunities being missed.

The partnership with parents and carers is generally good. Parents have newsletters informing them of topic but they have few opportunities to be actively involved in their child's learning. They know their child's key worker and spend time talking to them on an informal basis.

What is being done well?

- Children develop good relationships with adults and other children in the playgroup. The children behave well and learn to share and co-operate with each other.
- Children enjoy their creative play. They use their imaginations well, matching movement to music expressing their feelings. They have good experiences of exploring colours and textures.
- There are good levels of interaction between the staff and children, children and staff work well together.
- Relationships with the parents are good. Parents feel comfortable in communicating with the staff about their children.

What needs to be improved?

- opportunities for children to link sounds and letters and practice their writing skills
- the planning of activities to develop children's understanding of number, and learn simple addition and subtraction
- the programme for physical development to fully involve all the children in outdoor play. Ensure that children know the importance of keeping healthy and changes that happen to them.
- the use of assessments and observations to ensure that the planning of activities show what and how the children are learning
- the monitoring and evaluation of the quality of teaching.

What has improved since the last inspection?

There has been limited progress since the last inspection. The children now have access to programmable toys and equipment.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children develop good relationships with adults and other children in the playgroup. They learn to co-operate and work well together, for example when sharing resources whilst painting and when playing with the trains. The children's behaviour is good. Children have few opportunities to develop independence.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Significant Weaknesses

Children's language is developing well. The children interact well with staff and with each other. The children are learning new vocabulary for example, slithery and swirling. Children's opportunities to write their names or make their mark are limited. Children do not learn about linking sounds to letters or sounds of the alphabet.

MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

The children have many experiences to gain an understanding of shape and there are many activities where the children recognise and recreate simple patterns. Children do not develop understanding of numbers, use mathematical language or have experiences to gain an understanding addition or subtraction.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Significant Weaknesses

The children are able to use everyday technology and they enjoy recording their own singing. They are not able to follow through practical activities and therefore the children do not see the changes that take place, for example when cooking. Children have little opportunity to learn about where they live and the wider environment.

PHYSICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children demonstrate a good sense of space and move confidently during physical activities. They have good opportunities to use their imagination e.g. through music and movement sessions when indoors. When playing outdoors the children do not have enough to occupy them, they are having to sit and wait till their turn comes. The children are unaware of the importance of keeping healthy.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children enjoy participating in the music and movement sessions; they are able to use their imagination and express their feelings. Children have many experiences of painting and enjoy using a range of colours and textures.

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 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

- develop plans to ensure that children link sounds and letters. Allow more opportunities for children to write their names or make their mark.
- plan activities to ensure that children learn about number and simple addition and subtraction
- ensure children are fully involved in outdoor play and understand the importance of keeping healthy, including changes that occur when active
- use assessments and observations of children and activities to inform planning to show what and how the children are learning
- monitor and evaluate the quality of teaching.

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.