



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 305262

DfES Number: 519950

INSPECTION DETAILS

Inspection Date 12/01/2004
Inspector Name Jane Shaw

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Rainow Playgroup
Setting Address Rainow Institute
 Stocks Lane, Rainow
 Macclesfield
 SK10 5XR

REGISTERED PROVIDER DETAILS

Name Mrs Clare Linda Brown

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

Rainow playgroup provide day care for a maximum of twenty four children on a sessional care basis. The group are organised by a committee of parents. The committee are registered to provide sessional day care for twenty four children aged from two and half to five years.

The group operate Monday, Tuesday, Wednesday and Friday, from 09:30 to 12:00noon, term time only.

They operate from within the Rainow Institute building within the village of Rainow, on the outskirts of Macclesfield town.

The children have access to the institute's main hall and side room for quiet activities. The toilets and hand washing facilities are located on the lower floor. Staff have access to the hall's kitchen area for the preparation of snacks.

There are currently five members of staff, two of whom are appropriately qualified in childcare, with a further one currently undertaking training. All staff work directly with all children.

The group are in receipt of nursery education funding for both three and four-year-olds. There are currently twenty one children on roll, of whom seven three-year-olds and six four-year-olds are in receipt of funding. There are currently no children who have English as an additional language. Children who have been identified as having special educational needs would be well supported within the group.

As the group are in receipt of funding, they have access to support from an advisory teacher, and other advisory staff from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Rainow playgroup are providing good quality care for children.

Daily sessions are well structured and organised and use available space effectively to provide a range of activities and experiences. Staff are well organised, having specific responsibilities throughout the session, they interact well with the children, supervising and supporting children's activities well. The children have access to a good range of toys and equipment supporting their learning and development. All relevant documentation is in place, but some amendments are required.

The children are cared for in a safe, secure and healthy environment, staff are vigilant about the children's safety, using appropriate precautions where necessary. The group are part of the healthy eating scheme and offer the children fruit at snack time. All children are encouraged to, and have the opportunity to, participate in all activities and experiences. Children with special needs are well supported within the group, having equal access to all experiences with support.

Staff plan a good range of activities and experiences in line with the foundation stage. Sessions are planned around themes and involve the children in interesting and stimulating activities. The provision of these activities and opportunities, the well organised staff and daily sessions all have a positive impact on the provision and the children's development and achievements. Staff are good role models and as a result children's behaviour is good. There is a good behaviour management policy in place which focuses on building children's self esteem and confidence by using praise of positive behaviour.

There is an effective partnership with parents, they speak positively about the care and opportunities their children receive. They are encouraged to be involved with the group in a variety of ways, including a parent rota at each session.

What has improved since the last inspection?

At the transitional inspection, the group were asked to address two actions. The first action asked the group to provide an action plan detailing how they intended to meet the fifty percent ratio of qualified staff. Since this inspection, there have been some changes in the staff team, this includes a new assistant who holds and NNEB certificate. The deputy has also commenced the Diploma in Playgroup Practice course. This ensures that the group will be meeting the qualification ratio when this course is completed.

The group were also asked to ensure that they had current public liability insurance on display at all times. At the time of this inspection, the public liability insurance certificate was on display in the entrance area.

What is being done well?

- The organisation of both staff and activities is providing the children with an environment in which they are receiving good quality childcare.
- Good staff ratios are maintained at every session. These ratios, combined with good staff supervision and support of children's activities ensures that the children are engaged in worthwhile experiences and that their behaviour is very good.

- The children are offered a good range of activities and opportunities that are assisting in their development and helping them work towards the early learning goals.
- The children are cared for in a safe and secure environment. The group are part of the healthy eating scheme and as such offer healthy snacks and drinks.
- Children with special needs are well supported within the group, and are included in all activities and experiences.
- There is a good behaviour management policy in place, which focuses on the fostering of the children's self esteem and confidence, rather than dealing with negative behaviour.

What needs to be improved?

- the recording of actual times of arrival and departure of children, staff and visitors in the daily attendance register;
- the policies relating to sick children and the administration of medication, and the amending of the behaviour management, complaints, uncollected child and child protection policies;
- the identifying of named members of staff responsible for behaviour management and child protection concerns;

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	ensure the actual times of arrival and departure of children, staff and visitors are recorded in the daily attendance register and amend the uncollected child procedure.

11	ensure that there is a named staff member who is responsible for behaviour management issues and include a reference to bullying in the behaviour management policy.
12	include the address and telephone number of Ofsted within the complaints policy.
13	ensure that there is a trained member of staff who has responsibility for child protection issues and include the telephone numbers for the local social services department and police in the child protection policy.
7	devise policies regarding the administration of medication, the exclusion of children who are ill

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

How effective is the nursery education?

Provision of funded nursery education at Rainow playgroup is acceptable and of good quality. The children are making generally good progress towards the early learning goals in personal, social and emotional development, communication, language and literacy, mathematical development, physical development and knowledge and understanding of the world, and very good progress in creative development.

The quality of teaching is very good, staff have a good understanding of the early learning goals. Staff are good role models, and as a result children's behaviour is very good. Staff are well deployed, they supervise and support children in their activities well. The staff know the children well and match activities appropriately to their level of skill and development. Children with special educational needs are well supported within the group. There is a well planned programme of imaginative and interesting activities and experiences to support children's learning in all six areas. Activities are supported by a range of good resources.

The leadership and management of the setting is generally good. Staff have clear defined roles within the setting, and work well as a team. The staff team and person in charge are supported by a committee of parents. Planning is undertaken by the person in charge and discussed with staff members. The person in charge has regular contact with the chair of the committee and submits monthly reports to the committee. All staff and committee members are committed to the on-going development of the provision.

The playgroup's partnership with parents is generally good. Parents are given an introductory booklet, and have access to some information on the early learning goals and current themes. Parents indicate that they would like more formal feedback on their child's development, this is an area for consideration. Parents support the group and take an active part in daily sessions as part of the staff team.

What is being done well?

- Staff present as good role models for the children, and as a result children's behaviour is good. Children are polite and well mannered, and show care and concern for others.
- Children are developing good language and communication skills, and are confident when speaking in front of small groups.
- Staff encourage the children's mathematical thinking, and use numbers and mathematical language in all activities.
- Children are given good physical development opportunities, and show good co-ordination when using both large and small apparatus and tools.

- The children are given many good opportunities to look at themselves, their immediate environment and community and that of the wider world.
- The children are able to explore and develop a variety of creative skills through the provision of different materials, techniques and colours.
- Staff have a good understanding of the early learning goals and how these are used to promote children's development. Staff ratios are good, staff are well deployed and are therefore able to give good support to children's activities and learning. All staff are committed to the on-going development of the provision.
- Planning is good, the children are offered a good range of activities and opportunities to stimulate their development. These are supported by good resources.
- Children with identified special needs are well supported within the group.

What needs to be improved?

- the provision of opportunities to further develop the children skills of independence;
- the sharing of children's development and achievements with parents in a more structured way.

What has improved since the last inspection?

The setting have made generally good progress in response to the points for consideration made at the last inspection in 1999.

The first point for consideration asked the group to identify all opportunities for developing children's personal independence skills fully. The layout of the building does not permit the children to visit to toilet independently, however, the children are developing their skills of independence and are able to put on and take off outdoor clothes, take painting overalls off coat hangers and put these on. These skills could be further developed by providing appropriate opportunities at snack time.

The setting were asked to review the way in which children are organised for some large group activities to ensure that all children can see and participate fully. When the number of children attending is high, the group is split into two according to age, for some activities such as story time.

The final point for consideration asked the group to continue developing technological resources as funding allowed. The children now have access to a computer and other technological toys and equipment.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

The children are very confident and are able to speak in front of others in both large and small groups. They are independent and have good relationships with both staff and each other. Children show care, concern and consideration for one another. Staff have high expectations of the children and provide good support, as a result children's behaviour is very good. Children express their emotions appropriately when offered new experiences, they are happy and motivated to learn.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children show confidence when speaking in front of others and are developing good language and vocabulary skills. They are given opportunities to use language to think, predict and to describe, as they take part in discussions about winter, animals and birds. They are also able to use appropriate language when talking about their families and emotions. There are many opportunities for the children to practise writing through the provision of writing area and during role play.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

The children are developing an understanding of shape and size and the use of positional language, as they take part in matching games, and think about over and under. Some children are able to count from one to ten and beyond. They are given regular opportunities to use number. They count the children as they line up, deciding whether there are more girls than boys present, and which is the longest line. Children are aware of shape and state that they are not sitting in a circle at story time.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

The children have many good opportunities to look at nature and the environment as they look at winter, why animals hibernate and the different types of birds they see in winter. The children use dry sand and look at what happens when water is added, they talk about how sand is used to make glass. They have access to a computer and other technological equipment. The children have access to a good range of construction equipment, and competently make three-dimensional models.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

There are many good opportunities for the children to practise their skills. They move confidently and safely around the room and during physical play, they are aware of space, toys and others as they do so. A range of equipment gives the children the opportunity to practise their skills of climbing and balancing, throwing and catching. The children are able to use a range of both large and small tools and equipment with competence.

CREATIVE DEVELOPMENT

Judgement: Very Good

Displays and examples of work show that children are able to use a variety of techniques and textures in their art work. Craft activities are well planned, interesting and match the theme being looked at. The children are involved in music and movement and consider moving around the room with 'big' and 'small', 'loud' and 'quiet' steps. Children develop their language skills and imagination, as they play within the home corner and at the sand tray.

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 further opportunities for children to develop their existing skills of personal independence;
- provide opportunities for parents to receive regular information on their children's progress in a more structured manner.

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.