



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 205376

DfES Number: 521054

INSPECTION DETAILS

Inspection Date	20/10/2004
Inspector Name	Saida Cummings

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Blue Roof Pre School Playgroup
Setting Address	Perdiswell Young People's Leisure Club Droitwich Road Worcester Worcs

REGISTERED PROVIDER DETAILS

Name	The Committee of The Young People's Leisure Club
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ORGANISATION DETAILS

Name	The Young People's Leisure Club
Address	Perdiswell Young People's Leisure Club Droitwich Road Claines Worcestershire WR3 7SN

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

Blue Roof Pre-School Playgroup has been open for 26 years, and operates within a youth and community centre situated on the outskirts of Worcester City. The accommodation used by children consists of a large ground floor playroom and occasional use of the adjoining hall. A fully enclosed outdoor play area is situated to the rear of the playroom. The setting is run by Perdiswell Young People's Leisure Club Committee. The group mainly serves the North of the City, but is open to children from all areas.

There are currently 17 children from 2 years, 6 months to 4 years on roll, of whom 7 receive funding for nursery education. The setting has facilities in place for supporting children who have a special need and for whom English is not a first language.

The pre-school opens five days a week during term-time only. Sessions are from 09:15 to 12:00 and 13:00 to 15:30 on Mondays; and from 09:15 to 12:00 on Tuesdays to Fridays. Supervised lunch periods are also available for older children from 12:00 to 13:00 on some of the days between Tuesdays and Fridays. Children attend for a variety of sessions.

There are seven staff who work with the children. Three of the staff hold appropriate early years qualifications to NVQ level 2 or 3. Currently two staff are working towards an appropriate childcare qualification. The setting receives support from a mentor teacher from the Early Years Development and Childcare Partnership (EYDCP). They also attend local EYDCP forum and partnership meetings. The group are currently working towards the Growing Together quality assurance award.

How good is the Day Care?

Blue Roof Pre-School Playgroup provides good care for children. There is a warm and welcoming environment and children have access to well-organised areas which are specifically adapted for their easy access. Staff arrange the playrooms and resources imaginatively to encourage the children to make decisions and to be

independent.

Children's interest is captured because staff provide many varied and exciting activities. They encourage and praise children ensuring their individual developmental needs and confidence are nurtured. Children are given the opportunity to investigate and explore ideas. Play equipment is adapted for different uses to offer stimulating and fun activities. Children are able to self-select from a wide variety of toys and materials. They are interested in and want to play with what is available. There are well-organised snack and meal times, where children can help themselves to healthy and nutritious snacks and drinks.

Staff are pro-active in ensuring all areas used by children are safe. However, the written risk assessment has been adopted from the leisure club procedures and is not pertaining to the pre-school children, activities and procedures. The premises have been made safe by use of safety items to ensure hazards and risks to children are minimised. Although there are good hygiene procedures in place, these require development to include nappy changing.

A high priority is given to meeting children's individual needs and regular discussions are held with parents concerning all aspects of care. Staff have a good relationship with parents, ensuring children are cared for according to their wishes. There are comprehensive written policies and procedures in place, which are implemented by all staff. However, some policies and procedures need reviewing and developing. There is a good system in place for recording and storing children's details and all required documentation.

What has improved since the last inspection?

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

What is being done well?

- Staff regularly update their knowledge by attending appropriate training. A comprehensive operational plan is in place and all staff are aware of it. This is used as a working document which is regularly updated to improve practice.
- Children relate well to other children and adults in the setting. They are involved, interested and enjoy their play. Staff are enthusiastic, committed and use varied methods to introduce new skills and knowledge.
- All children are treated equally and have equal access to resources and activities. They are also encouraged to take part and be included. A range of resources and activities to promote children's awareness of diversity is available.
- There are well-managed strategies and procedures in place for dealing with behavioural management issues. This includes full discussions and consultations with parents to ensure consistency is practised. Staff use good strategies to promote good behaviour and consideration for others.

What needs to be improved?

- the risk assessment to ensure this is pertaining to the pre-school children, activities and procedures
- the health and hygiene procedures concerning nappy changing
- the written special needs policy to ensure this is in line with the latest legislation.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There are no complaints to report.

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
6	Develop the risk assessment to ensure this is pertaining to the pre-school children, activities and procedures.
7	Develop the health and hygiene procedures concerning nappy changing.
10	Review the written special needs policy to ensure this is in line with the latest legislation, and ensure all staff and parents are made aware of it.

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

How effective is the nursery education?

Blue Roof Pre School Playgroup provides generally good nursery education. Children make very good progress in knowledge and understanding of the world and creative development, and generally good progress in other areas of learning.

Teaching is generally good. Staff know children well and interact effectively with them, creating an emotionally secure and relaxed atmosphere. Plans are linked to the six curriculum areas, and have clear learning objectives. A good range of well-resourced topics and activities are provided, with many rewarding imaginative and creative activities in particular. At times opportunities are missed to extend children's appreciation of letter sounds and simple number operations, and during some whole group activities and session changeover times, children's listening skills and interest are not always maintained. Physically challenging indoor activities are provided, but effective use is not made of the adjacent outside space to enable children to be energetic. More able and confident children do not have access to bigger bikes in order to extend their peddling and steering skills. There are currently no children with special educational needs or with English as an additional language, but appropriate procedures are in place.

Leadership and management are generally good. Staff are responsible for the day to day running of the setting, with support from a management team. Staff all contribute to planning, and they are confident to evaluate the effectiveness of focus activities and children's responses to these. The setting's commitment to training and sharing of roles means staff are developing a good understanding of the Foundation Stage, which benefits planning, assessment and children's learning.

Partnership with parents is very good. Parents receive good quality information about the nursery education provision, and they are encouraged to be involved in their child's learning and contribute their ideas in various ways.

What is being done well?

- Children's confidence and independence are well fostered. They are encouraged to make choices about activities, to see to their self care needs and develop self reliance in dressing. They help themselves to drinks and snacks, and actively help with tidying up, often working together. Children are familiar with the daily routine and are eager to ensure everyone, including visitors, knows what to do.
- Children are very imaginative and creative. They really enjoy exploring different media and materials such as corn silk, dough and collage materials. They are articulate and expressive, readily describing their feelings and responses to different experiences, and representing their ideas through drawings, paintings and role play. Children often engage in complex, sustained imaginative play, following up a range of scenarios, involving and

directing other participants.

- Staff and children interact well. Staff create a relaxed and secure atmosphere for learning and are familiar with children's individual interests and characteristics. They provide opportunities for children to develop their own ideas, or demonstrate a skill, and are flexible in their approach to accommodate unplanned experiences such as the arrival of new toys.
- Parents receive very good quality information which clearly explains the setting's nursery education provision such aspects of the Foundation Stage, key worker and assessment procedures and how planning works. The setting creates different opportunities to enable parents to contribute to their children's learning. Parents are encouraged to settle their children each morning, to comment on their children's progress records and play plans, to follow up activities at home, to help on the parents' rota, and to contribute to regular support group meetings.

What needs to be improved?

- children's access to regular outside play, and more challenging outside physical play activities for older and more confident children
- the adults' involvement during some changeover times and whole group activities to ensure sufficient support is available to aid children's concentration and listening, and to develop older children's input and ideas
- the opportunities for extending children's problem solving skills and understanding of letter sounds during daily routines and activities.

What has improved since the last inspection?

The setting has made generally good progress in addressing three key issues from the last inspection.

The first key issue related to revising planning to prioritise communication, language and literacy and mathematical development, and to ensure that plans showed groupings of children, staff deployment and clear learning outcomes. The group were also asked to develop children's use of rhyming words and early number operations.

The setting has developed effective plans. Long term and short term plans cover all curriculum areas, including all aspects of communication, language and literacy and mathematical development. Children are making particularly good progress in their use of expressive and descriptive language, including mathematical language, and in their counting and number recognition. However, there are some inconsistencies in promoting children's awareness of letter sounds and of simple number problems. They enjoy rhymes, repeating these in play, but distractions can inhibit their participation in group sessions. Activity plans include clear learning objectives, differentiation, groupings of children, and the adult's role.

The setting has effectively addressed the second key issue regarding the use of assessments to inform future planning. Staff record clear, factual observations. The outcome of these are included in each child's individual play plan which identifies key achievements and realistic targets. Parents contribute their views, and staff incorporate the intentions into plans. Play plans are regularly reviewed and updated.

The setting has responded effectively to the third key issue to ensure all four-year-old children participate in and concentrate on focus activities, and have opportunities to sort, compare and order items. Staff encourage older children's participation in key activities, and plans show where a child may need support. Children have opportunities to sort, compare and order items in different activities and contexts.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are enthusiastic, showing pleasure and excitement at new experiences, but do not always concentrate during larger group activities. They are often confident to take the lead or to suggest ideas, especially during imaginative play. They play co-operatively and like to be helpful, so that during tidying up they work together to help put things away. Children are developing good independence skills, seeing to their self care needs, and making choices at snack time and during activities.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children are articulate and confident speakers. They make suggestions, negotiate, and often use expressive language when responding to experiences, describing their feelings and introducing ideas. Children enjoy looking at books in small groups. Their appreciation of stories is enhanced by the use of puppets, but in large groups they do not always listen attentively or respond. Children recognise their own and others' names, but their awareness of letter sounds is not consistently encouraged.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children count up to five, and at times up to ten, during activities and rhymes, which are also used to introduce them to some simple number operations. Children have some opportunities to solve simple number problems during routines, but these are not consistently provided. Children are beginning to recognise numbers up to five, and their understanding of sequencing, shape, size and weight are fostered during activities. Children often use mathematical terms in relevant contexts.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children explore and experiment with a variety of materials and media. They find out and comment on changes and different textures. They grow plants and bulbs, and make models out of a range of materials. They are introduced to simple computer programmes to support their learning. Children discuss or act out features of their own and others' lives, and are developing an awareness of time as they recall past events and become familiar with different times in the setting's routine.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children are determined and grow in confidence as they tackle complex indoor apparatus. They climb up and over equipment, and walk along beams and ladders. They enjoy local walks, skilfully use scooters, wheeled toys and play parachute games. However, some indoor movement games lack organisation, more able children do not have access to bigger bikes, and the adjacent outside play area is under used. Children have good hand-eye co-ordination, handling different construction items and tools well.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children are very imaginative and join in both planned and spontaneous role play. They cooperate with others to develop their ideas, often linking a variety of themes and toys as they move around the room. Children are very expressive and readily describe their ideas, feelings and reactions. They enjoy drawing, using different collage materials, experimenting with different media, and exploring a range of painting techniques.

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

- ensure children have regular opportunities to be outside and engage in energetic and adventurous play, including opportunities for older and more confident children to use more challenging equipment such as larger wheeled toys, in order to build on and develop their large motor skills and steering and peddling skills
- review arrangements for changeover routines and whole group activities, especially circle time, story time and indoor movement activities, to ensure children have sufficient adult support to enable them to concentrate and listen well, and to extend older and more able children's involvement
- continue to build on all children's understanding of letter sounds and opportunities to solve simple number problems by incorporating these activities more robustly into daily routines and activities.

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.