



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 256758

DfES Number: 581264

INSPECTION DETAILS

Inspection Date	20/09/2004
Inspector Name	Carly Louise Mooney

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Dogsthorpe Community Playgroup
Setting Address	Poplar Avenue Peterborough Cambridgeshire PE1 4QF

REGISTERED PROVIDER DETAILS

Name	The Committee of Dogsthorpe Community Playgroup
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ORGANISATION DETAILS

Name	Dogsthorpe Community Playgroup
Address	Dogsthorpe Community Centre Poplar Avenue Peterborough Cambridgeshire PE1 4QF

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

Dogsthorpe Community Playgroup opened in 1972. It operates from a large hall in Dogsthorpe Community Centre in Dogsthorpe, Peterborough. The playgroup serves the local community.

There are currently 24 children on roll and this includes 12 funded 3 year olds. Children attend for a variety of sessions. The setting does not have any children attending who have a special need or speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 09:00am until 11:30am each weekday morning.

Five part-time/full-time staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3.

The setting receives support from a local Pedagogical support worker and a Childcare Advisor from the local SSSP.

How good is the Day Care?

Dogsthorpe Community Playgroup is providing satisfactory care for children.

Staff provide an environment where children feel secure and confident. A range of activities are provided which enable children to make good progress in their development. Children are developing warm relationships with staff and enjoy their play.

Behaviour is good and staff make effective use of praise to help children develop an understanding of right and wrong. Daily safety checks are carried out on the premises, although staff do not carry out regular risk assessments of the play areas and equipment or record their findings. Snacks provided are healthy and nutritious, although children are not always encouraged to develop an awareness of their own personal hygiene in routine activities.

Children have access to a range of toys and play equipment which sustains their interest, this also includes toys and resources which reflect equal opportunity principles. There are a few opportunities for self selection and development of independent play.

Positive, friendly relationships are developing with all parents. There are procedures in place to ensure that parents are kept regularly updated of their child's progress and they express their satisfaction at the care being offered. Minor amendments to the setting's policies to ensure that all documentation is in place and correctly recorded and evidence of suitable clearances be provided for all staff is required. There is a strong commitment to up date knowledge of current childcare practices through training on a regular basis.

What has improved since the last inspection?

At the transitional inspection staff were asked to implement a complaints and incident book, both of which are now in place.

What is being done well?

- Children are provided with a range of healthy and nutritious snacks.
- Staff have a sensitive approach to behaviour management and make effective use of praise. Clear explanations are given to children to help them develop an understanding of right and wrong.
- Knowledge of current childcare issues are updated through regular training.

What needs to be improved?

- evidence of suitable clearance for all staff
- recording in register of children's, staff's and visitors attendance
- risk assessments of the premises and equipment
- amendments to complaints policy
- missing or lost children policy
- some hygiene practices

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 must take the following actions by the date shown

Std	Action	Date
2	Implement a procedure for lost or uncollected children.	18/10/2004
1	Provide evidence that staff are suitable to work with children.	18/10/2004

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	Ensure attendance of staff, children and visitors is correctly recorded.
6	Ensure regular risk assessments are carried out on the premises and equipment.
7	Ensure staff are active in promoting good hygiene at all times.
12	Provide parents with Ofsted contact details.

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

How effective is the nursery education?

The provision of nursery education at Dogsthorpe Community Playgroup is of good quality overall. It enables children to make generally good progress in all areas of learning.

The quality of teaching is generally good. Staff plan and provide a range of meaningful activities linked to the early learning goals, however the goals set for children are not always realistic for the ages and stages of the children attending. They adopt effective questioning techniques in most activities to allow children opportunities to observe, think and predict for themselves. Staff interact well with the children and through praise, encouraging the children to develop high levels of self esteem. Records are kept of children's progress and used to influence future planning.

The leadership and management of the play group is generally good. Staff work well together as a team and participate fully in planning for the setting which is appreciated by the supervisor. An effective appraisal system allows staff the opportunity to regularly assess their professional development and up date their knowledge through an ongoing training programme.

The partnership with parents and carers is generally good. Staff talk to parents on a daily basis and provide regular opportunities to discuss their child's progress in more detail throughout the year. Parents receive detailed, useful information about the provision and foundation stage curriculum through handbooks, policies, wall display's and photographic evidence.

What is being done well?

- Close, positive relationships which are forming with adults and peers. Children's behaviour is generally good.
- Children's confidence to engage in conversation with others.
- Useful, detailed information provided to parents about the provision and foundation stage curriculum.

What needs to be improved?

- organisation of large group time
- set up of activities such as role play and mark making area
- planning to ensure goals set are realistic.

What has improved since the last inspection?
<p>Dogsthorpe Community Playgroup has made generally good progress since the last inspection.</p> <p>Staff now effectively assess children's progress towards the early learning goals using observations and records of achievements.</p> <p>Effective behaviour strategies are now in place and children develop an understanding of right and wrong from staff's clear explanations.</p> <p>Planning ensures that all staff are aware of their role and understand the vocabulary to be used. Effective questioning techniques are now used.</p> <p>Children have opportunities to see their name in print and to develop the skills for handwriting through practical activities.</p>

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children demonstrate that they are gaining confidence in their environment and choose to participate in some activities with enthusiasm. They are able to separate from their carer with ease. Close positive relationships are beginning to form with adults and peers and generally behaviour is good, although large group situations are not always organised effectively to meet all of the children's needs. Children's personal independence is developing.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children engage confidently in conversation with adults and others. There are good opportunities for children to recognise their name and see print in their environment. A range of meaningful mark making opportunities are provided with a variety of implements, however the mark making area is not inviting to children. Children enjoy listening to stories in small groups and are confident to join in.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children demonstrate during general play their ability to count from 1-10, although staff do not always extend all opportunities to develop children's counting skills in routine activities. They use a range of mathematical language to describe shape, size, quantity and position and activities such as compare bears help children gain an understanding of concepts such as big and little.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children are provided with good opportunities to explore and investigate their environment through stimulating topic work such as old, new and growing. Learning is further stimulated by outings to the local church and visitors from the community. Children show an interest in ICT equipment such as telephones, however there is not regular access to the computer. There is a commitment for children to learn about cultures and beliefs of others through planned topic work and discussions.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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There are opportunities for children to practice a range of skills including balancing and climbing with increasing confidence. They have good spatial awareness and can steer, adjust their speed and avoid obstacles. Children are able to handle and purposefully use a range of tools such as pencils and scissors with increasing control. Children do learn about health and bodily awareness but this is not always adequately promoted in routine activities.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children use a range of materials to explore shape, colour and texture on a daily basis. Good opportunities are provided for children to play a range of musical instruments and to develop an appreciation that music is fun. Children enjoy singing a range of familiar songs. Children are beginning to use their imagination in a range of role play scenarios, although the quality of their play depends on the set up of the area and amount of adult support offered.	
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

- Review planning to ensure that the goals set for children are realistic for their age and stage of development and the planning of activities or areas such as role play and mark making are appealing to children and allow them to be used to their full potential.
- Ensure that the organisation of large group time is effective in meeting the needs of all the children.

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.