



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 199402

DfES Number: 583420

INSPECTION DETAILS

Inspection Date	01/03/2004
Inspector Name	Beryl Baggs

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Moonbeams
Setting Address	Kingsley Road Chippenham Wiltshire SN14 0AS

REGISTERED PROVIDER DETAILS

Name	The Committee of Moonbeams Playgroup
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ORGANISATION DETAILS

Name	Moonbeams Playgroup
Address	Kingsley Road Chippenham Wiltshire SN14 0AS

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

Moonbeams Playgroup is owned and managed by a committee of parents who employ the play leader and staff team. It operates from a community hall off Hungerdown Lane, Chippenham, in Wiltshire. It was established in 1990 in different premises, but moved to its current premises in 1998. The group serves the local community and children come from a wide range of social and economic backgrounds.

The playgroup is registered to care for 26 children from three to under five years. It opens in term time from 09:10 to 11:40 Monday to Friday and 12:20 to 14:50 on Tuesdays and Thursday. There are 56 children on roll of whom 36 three-year-olds and 11 four-year-olds receive nursery education grant. There are no children with special educational needs at present, and none for whom English is an additional language.

The playgroup uses the main hall and small side room for children to play. They have supervised access to the toilets. A secure garden to the rear of the hall provides outside play. Children do not have access to the kitchen or the storage areas.

Nine staff work with the children. Five staff hold, or are working towards, a childcare qualification. The playgroup is supported by the Early Years Development and Childcare Partnership and staff attend training events available locally.

How good is the Day Care?

Moonbeams provides satisfactory care for children. The play leader holds a level 3 childcare qualification and has effective management skills. All staff work with the children and are involved in children's play. The hall is warm, bright and welcoming with displays of children's work and a large space for children to enjoy a wide variety of play activities. Records are stored confidentially and accessibly. Children's records are shared with people other than parent or staff only with parental permission. There is no policy for a lost child and no formal occasion for all parents

to see their child's file until the child leaves, when the record is given to parents to keep.

Written authorisation for someone else to collect a child is required before child is allowed to leave with another person. The playgroup encourages children to wash their hands after using the toilet and before snacks. Children have a drink and snack mid-session. There is good understanding of children's backgrounds and each child is supported to reach their potential. The playgroup offers very good support to children with special needs, liaising very effectively with other professionals to ensure continuity of care. There is a child protection policy in place and staff know how to protect children.

There is a good range of activities offered to the children which they can freely access during the session. Activities develop children's skills in language, counting, imagination and physical movement. Staff ensure that play and learning is fun. Most children are well behaved, joined in playgroup routines and listen well at circle time.

Very good information about what the playgroup does, the roles of staff and what children learn through play is offered to parents in the prospectus, on notice boards and in newsletters. Competitions for children such as filling in the gaps in familiar nursery rhymes extends play at home for children and parents.

What has improved since the last inspection?

There is now an operational plan which includes activities, staff deployment and future training needs. Two staff have now completed a level two qualification and a further two staff have just started. This has resulted in the children being cared for by more highly trained staff.

What is being done well?

- A very good range of activities is offered to the children to freely access during the session. Activities develop their skills in language, counting, imagination and physical movement.
- The hall is warm, bright and welcoming with displays of children's work and a large space for children to enjoy a wide variety of play activities.
- The playgroup offers very good support to children with special needs, liaising very effectively with other professionals to ensure continuity of care.
- In newsletters for parents and competitions for children, such as filling in the gaps in familiar nursery rhymes, play is extended at home for children and parents.

An aspect of outstanding practice:

A speech therapist came in to playgroup to work with a group of children with speech problems. The games and activities used were adapted for use with the whole playgroup to develop speech and language skills.

What needs to be improved?

- a procedure in the event of a lost child
- the complaints policy to list Ofsted as the registering authority to whom parents can talk in the event of a complaint
- opportunities for all parents to see and add own comments to the record of children's progress.

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	Develop a procedure in the event of a lost child.	14/03/2004

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

Std	Recommendation
12	Ensure the complaints policy lists Ofsted as the registering authority to whom parents can talk if they wish to make a complaint.
14	Develop opportunities for all parents to see and add their own comments to the record of children's progress.

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

How effective is the nursery education?

Children are making generally good progress towards the early learning goals. Children try new activities with enthusiasm, talk well and explore a wide variety of objects and the world around them. They have daily physical play outside and explore paint and design materials. Some staff do not encourage children to write their names on their work. Planned opportunities for singing do not always take place.

The teaching of the children is generally good. Staff have a good understanding of what children learn from play. Support for children with special educational needs is very good, offering time in the session for outside professionals to work with children. Assessment of children's progress is used to plan the next steps for children. Some activities for four year olds are not appropriate for all the children. Accessories set out in role play are limited. The arrangements for children at arrival and leaving allow some children to become noisy and distracted.

Leadership and management is generally good. The play leader maintains an overall monitoring role during the sessions and tells staff and parents the role of the adult in the activity. She values the warm happy environment for the children. She would like to improve whole group story telling. Staff attend training which benefits all children in the playgroup. Although evaluation sheets and observations have raised issues about whole group time, adaptations have not been made.

Partnership with parents is generally good. They are provided with good information about the playgroup including policies and the early learning goals. Open mornings allow parents and children to visit prior to starting to share information about their child. They join the parents' rota with enthusiasm. Pocket money competitions encourage further learning at home. Parents know children's records are maintained. Some do not have opportunities to view children's records or add their own comments.

What is being done well?

- Children are excited and eager to learn. They try new activities with enthusiasm, show curiosity and respond with delight to completing a task.
- Children share and take turns very well especially in board games, even without an adult to supervise.
- Children have outside play on bikes, climbing frames, hoops whenever the weather allows. They use equipment with confidence from scissors and sponges to bikes and tunnels.
- Staff make learning numbers and letters fun events for the children.
- The playgroup invites other professionals involved with children to come in

and work with, or assess, children with additional needs.

- The assessment sheets for children's progress have been adapted to make them understandable to both parents and staff and still related to the stepping stones.

What needs to be improved?

- Learning in role play by routinely including opportunities to write, use everyday technology (such as phones and clocks) and a wide range of accessories.
- The monitoring of children's behaviour and steps taken at an early stage to prevent disruptive behaviour affecting the learning of other children.
- The organisation of whole group time to encourage children to concentrate and listen quietly and to ensure the activity is appropriate to the stage of development of each child.

What has improved since the last inspection?

Progress in the key issues from the last inspection is very good. Staff are now deployed to ensure children are welcomed, snacks prepared and register taken. Staff move around the activities well ensuring they are involved in all children's play. The assessment sheets reflect the stepping stones and the six areas of learning. Visits and visitors have been arranged including the fire service and a local farm. Children have opportunities to talk about their life at home during topics and general play.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are excited and eager to learn. They try new activities with enthusiasm and speak confidently in circle time. They show curiosity and respond with delight to completing a task. Children make friends with other children and have developed trust in the staff. They share, take turns especially in board games, even without an adult to supervise. Although most children behave well, the behaviour of a few children can be disruptive at times. Opportunities for self care are limited.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children talk well in conversation and to describe what they are doing. They have many fun opportunities to link sounds to letters, and recognise many very well. They understand that print has meaning and enjoy reading as individuals and in small groups. Some children can write their names and some staff encourage children to do this. Some staff do not encourage children to write their own names. Children have limited opportunities to use writing in role play.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children count well, counting up to 20 with adult support and recognising numerals in their play. Older children have opportunities to compare numbers and identify which are more and less. Children use shape and size confidently in their design and play. They recreate patterns and work out the next one in the sequence. They play many fun games with numbers.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children explore a wide variety of objects in the world around them. They observe the changing seasons, life cycles and what happens when ice melts. They design and build with bricks, junk and train tracks. They use everyday technology such as phones, tills, and alphabet keyboard confidently in their play. They enjoy operating tape players. Children learn about the past and how things have changed. They visit local farms and have visits from people such as firemen and the lollipop lady.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children have outside play on bikes, climbing frames, hoops whenever the weather allows. Indoor ring games and movement to music is enjoyed by the children. Children are developing a sense of their body, learning about body parts. They use equipment with confidence from scissors and sponges to bikes and tunnels.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children explore paint and design materials and how 3D shapes can be used. They enjoy music whether moving imaginatively or dancing. They have opportunities to express themselves in paint, small world play and in their designs. Planned opportunities for singing do not always take place.	
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

- improve learning in role play by routinely including opportunities to write, use everyday technology (such as phones and clocks) and a wide range of accessories
- improve the monitoring of children's behaviour and steps taken at an early stage to prevent disruptive behaviour affecting the learning of other children
- review the organisation of whole group time to encourage children to concentrate and listen quietly and to ensure the activity is appropriate to the stage of development of each child.

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.