



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 109996

DfES Number: 515493

INSPECTION DETAILS

Inspection Date 20/05/2003
Inspector Name Louise, Caroline Bonney

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Medstead Playgroup and Nursery
Setting Address Roe Downs Road,
Medstead
Alton
Hampshire
GU34 5LG

REGISTERED PROVIDER DETAILS

Name The Committee of MEDSTEAD PLAYGROUP AND NURSERY

ORGANISATION DETAILS

Name MEDSTEAD PLAYGROUP AND NURSERY
Address MEDSTEAD CE PRIMARY SCHOOL
ROEDOWNS ROAD, ,MEDSTEAD
ALTON
HAMPSHIRE
GU34 5LG

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

Medstead Playgroup opened in 1989. It is run by a parent committee and is a registered charity. It operates from two rooms in self-contained purpose-built accommodation within the grounds of Medstead Primary School. They have their own secure outdoor play area, and the school grounds are also often used by the group.

Sessional and full day care is offered to children usually from two years nine months to under five. The holiday playscheme is offered to children aged from three years to seven years. The group serves the local area, although they also take referred children with hearing impairments from a wider area.

There are currently 62 children on roll. This includes 11 funded three year olds and 22 funded four years olds. Children can attend for a variety of sessions, from half to full days, and extended care is available. Two children currently attending have special needs.

The group opens five days a week during school term times. Sessions are from 9.05-11.50, 12.05-3.05. Children can stay for the whole day, and bring packed lunches. Extended care is offered before and after sessions from 8.30 a.m., and usually until 3.45 p.m. for children who normally attend the playgroup. The holiday playscheme is available during school holidays.

The group has a well established team of seven part-time staff. All have early years qualifications, and are taking advantage of additional training when available. The setting receives support from a teacher mentor from the adjoining school. Support and advice is also received from the Area Special Educational Needs Co-ordinator and visiting therapists. The staff are able to use British Sign Language, and they share expertise with staff from the school's Deaf Unit.

How good is the Day Care?

Medstead Playgroup provides good care overall for children aged from two to seven

years.

The provision's effective organisation is always under review and reflects the changing needs of children and parents. The accommodation provides a warm and welcoming environment with outside play areas. There is very good provision of indoor and outdoor equipment. The staff form a skilled, enthusiastic and well-motivated team, and attend up-dating training when available. Children's safety is given high priority by the staff. Policies and procedures are mostly in place to ensure the safe and efficient running of the group.

The quality of care for the children is very good. All children have a keyworker, which enables staff to establish consistent and good relationships with the children and parents. Children with special needs are fully integrated into the group. The staff promotes the children's understanding of safety and hygiene through their vigilance and clear rules in most areas. The curriculum reflects diversity and is supported by a good range of resources, with families sharing their religions and cultures within the group. Consideration to be given as to how children's dietary needs are to be met when staying for early and late care.

The staff provides a well-planned and interesting curriculum for the children that helps stimulate their learning. Adults interact in a positive and enthusiastic way with the children, praising and encouraging them in their activities, and developing children's language and skills. The group works closely with therapists, parents' and the school's Deaf Unit to meet the requirements of children with special needs. The staff has high expectations of children's behaviour, who respond well to the praise and encouragement given.

The group has close links with parents, who have shown considerable commitment through helping raise the funds required for the recent extension to the building.

What has improved since the last inspection?

This section is not applicable as the last visit was a transitional inspection.

What is being done well?

- The group has strong partnerships with parents, and is responsive to their needs through the constant review of the operational plan and development of the provision. The premises and hours have recently been extended to provide additional day-care and holiday-care, ensuring good continuity of care for the children. (Standard 2)
- Staff form a committed and well motivated team who provide an excellent learning environment for the children. They interact in a positive and enthusiastic way with the children, encouraging them in their activities, and extending their knowledge through the well resourced curriculum. There are additional staff available to help children with special needs. The children are very settled and happy in a secure environment. (Standard 3)
- There is a good variety of well maintained, safe and stimulating equipment

and resources available to the children for inside and outside. These encourage the children's natural curiosity and help develop their skills. (Standard 5)

What needs to be improved?

- space for children to rest so that it is hygienic; (Standard 7)
- plans to meet dietary needs of children staying for early and late sessions; (Standard 8)
- review and maintenance of records/procedures/policies relating to notifying OFSTED of changes, operational plan, lost child, safety on outings, incident record, administration of medication, parental consents for seeking emergency medical assessment and/or treatment, complaints and behaviour management; (Standard 14)
- risk assessment on new section of building and swimming activity. (Standard 14)

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
8	Review how dietary needs are to be met for children staying for an extended day
14	Review and maintain records, policies and procedures for the safe management of the group

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

How effective is the nursery education?

Medstead playgroup offers children an interesting and exciting range of well planned activities. These enable the children to make very good progress to the early learning goals in all areas of development. Children with hearing impairments are included in all aspects of the curriculum and are well supported by the exceptional skills of the special needs co-ordinator to enable them to participate fully.

Teaching is very good, staff are enthusiastic and focused. They have a very good understanding of how children learn. They have high expectations of children's good behaviour using praise and encouragement both verbal and non-verbal. The staff form very good relationships with the children, their excellent interactive skills and questioning techniques challenge and develop children's thinking. Children's progress is not recorded in a consistent way amongst the staff and is not linked to the Foundation Stage stepping stones, however children make very good progress towards the early learning goals.

Leadership and management is very good. The playgroup staff and parents committee work well together to produce an effective development plan covering staff training, parents needs and improvements to the setting to enable external assessments of the playgroup via the Preschool Learning Alliance re-accreditation scheme.

The partnership with parents is very good. Staff and parents committee work well together for the continued improvement of the playgroup premises and provision. The parents are given good information about the playgroup aims, policies and children's learning. They form an effective partnership to support children's learning.

What is being done well?

- Children are confident and happy. They participate in activities such as the PE and music sessions with enthusiasm.
- Children's creative development is very good. The adult led activities are used well to reinforce learning in other areas
- The children form good relationships with the staff and other children, they are confident speakers to each other, staff and other adults.
- Staff provide an interesting and well planned range of exciting activities which all the children enjoy. This allows them to make very good progress in the early learning goals.
- The staff have a good understanding of how children learn. They have excellent interactive skills and use good questioning techniques to challenge and develop children's thinking.
- Children with special needs are well supported in the group, staff encourage

their independence but are close by to support when necessary.

What needs to be improved?

- Consistency of recording in children's assessment records, showing links to the early learning goals.

What has improved since the last inspection?

The playgroup has effectively addressed the points for consideration from the last inspection.

The new prospectus has a statement about other children with special needs as well as hearing impaired children.

Children's independence is suitably fostered through choice of activities provided during the session and by activities such as getting ready for the PE session. Children are encouraged to help tidy away toys during the daily session.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children form good relationships with the staff and each other enabling them to be confident and secure. The children join in well with all activities. They are very interested and eager to learn, they particularly enjoy a lively physical exercise activity. Children have a good understanding of sharing and taking turns when they write names on the computer list and ride bikes in the playground.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident speakers to each other, members of staff and other adults. Children use books well. There is a wide variety of story and information books provided including with the craft activity. Some children write their names on their pictures and on the list to use the computer, they are able to practice emergent writing in a variety of ways.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are given many opportunities to count and use mathematical vocabulary throughout the session. Children confidently use maths to solve problems e.g. breaking biscuits in half or quarters when there are not enough for each child. Staff use positional language well in many activities reinforcing children's learning.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are given many opportunities to use a variety of tools to develop techniques to make models. Children are confident users of technology, many have very good mouse skills. Children experience their own and other cultures and celebrations through a well planned program. Children really enjoy learning about the natural world, through activities with tadpoles, making wormeries and visiting the school pond.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are able to move with safety, confidence, imagination and show awareness of space through excellent planned PE session such as the bean game. Children are given opportunities to develop fine motor skills through the use of a variety of tools. They are aware of changes in their body when they are active "I am steaming hot"

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children have very good opportunities to explore a wide range of creative activities including group and individual collages. Excellent music sessions with an outside teacher enable children to develop rhythm and control when using musical instruments. Children use their imaginations well in role play settings.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- ensure consistency of recording in children's assessment records, showing links to the early learning goals.

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.