



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 507929

DfES Number: 511205

INSPECTION DETAILS

Inspection Date 21/01/2004
Inspector Name Anne Munro

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Barton Playgroup
Setting Address Barton Methodist Church Hall
Cliffe Road
New Milton
Hampshire
BH25 7NA

REGISTERED PROVIDER DETAILS

Name The Committee of Barton Playgroup Committee

ORGANISATION DETAILS

Name Barton Playgroup Committee
Address Barton Methodist Church Hall
Cliffe Road
New Milton
Hampshire
BH25 7NA

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

Barton Playgroup opened in 1992. It operates in the church hall of Barton Methodist Church and serves the local area.

There are currently twenty nine children from two to five years old on roll. This includes sixteen funded three year olds and five funded four year olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs.

The group opens four days a week during school term times. Sessions are from 09:15 to 11:45 on Monday, Wednesday, Thursday and Friday.

One full-time and six part-time members of staff work with the children. Two staff have early years qualifications to NVQ level 2 or 3. Three staff are currently working towards a recognised early years qualification. The setting receives support from a teacher from the Hampshire Early Years Development and Childcare Partnership.

How good is the Day Care?

Barton Playgroup provides satisfactory care for children.

The supervisor and deputy are well qualified. Staff members are all committed to developing their expertise with further training, although a formal induction procedure and appraisal system are not in place. Children have plenty of room to play in a bright and cheerful environment. There is a good range of well organised toys and equipment, including resources reflecting positive images of other cultures.

Staff are conscientious about ensuring children's safety and most safety procedures are in place. Staff are able to deal with illness or injury and give careful attention to cleanliness. Staff respect parents' wishes in the provision of snacks and teach children to be independent in serving themselves.

High staffing ratios and an effective key worker system ensures that staff have good knowledge of the abilities of the children in their care. They plan a balanced range of

activities that address children's individual needs and they liaise with other professionals to ensure that children with special needs are included. They work well with the children, praising and encouraging their achievements and handling unwanted behaviour consistently and sensitively.

Parents receive good information about the group in newsletters and on notice boards. They are made welcome in the group and communication is encouraged. Staff give careful attention to confidentiality. Most procedures are in place.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Staff have a good knowledge of individual children's abilities and use the information to plan a balanced range of interesting activities to meet their needs. They work closely with the children, encouraging conversation and developing play. Children play well together and are comfortable with familiar routines.
- Staff use praise and encouragement to promote confidence and self-esteem, and handle unwanted behaviour calmly and sensitively. They agree management strategies with parents to ensure continuity.
- The premises are warm and welcoming. The large light hall provides plenty of flexible play space. Children use a brightly decorated smaller room for activities needing quiet and concentration.
- There is an extensive range of good quality toys and equipment, well organised and well maintained. Staff have identified areas for development and have ordered new equipment to increase children's independence.

What needs to be improved?

- the complaints procedure
- the staff appraisal system
- staff induction
- risk assessment procedures
- staff training on the Special Needs Code of Practice
- an accurate record of the arrival and departure times of children in the attendance register.

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 |
|-----|---|------------|
| 12 | Make available to parents a written statement that provides details of the procedure to be followed if they have a complaint. | 30/04/2004 |

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

| Std | Recommendation |
|-----|--|
| 2 | Carry out regular staff appraisals to ensure the training needs of staff are identified and met. |
| 6 | Conduct a risk assessment on the premises identifying actions to be taken to minimize identified risks. |
| 2 | Ensure that all staff have induction training which includes health and safety and child protection policies and procedures within their first week of employment. |

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

How effective is the nursery education?

The provision for nursery education at Barton Playgroup is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals in all six areas of learning.

Teaching is generally good. A well-organised and stimulating environment is provided where children enjoy learning. Activities are imaginative and exciting. However, planning and assessment is not always used effectively to plan for individual progression or ensure all aspects of learning are covered. Staff work well as a team to support children as they move freely around the setting. They provide positive role models fostering children's personal, social and emotional development well. Staff are enthusiastic and have high expectations for the children. They extend children's knowledge and understanding well through very good questioning and explanation.

Leadership and management is generally good. Strong leadership on a daily basis provides effective guidance and support for staff. An action plan for improvement clearly demonstrates a commitment towards training and the development of care and education for all children. The committee, however, does not currently have a system in place to monitor this.

Partnership with parents is generally good. Parents feel confident about the care and learning their child receives. However they are provided with basic information about the provision. They are encouraged to be involved with their children's learning through regular newsletters and discussions with staff. Parents value the approachable and friendly staff, and the sensitive manner in which their concerns are responded to.

What is being done well?

- Children demonstrate high levels of confidence. They willingly express themselves in small and large groups. They form positive relationships with others and behave well.
- Well-resourced and exciting role-play areas encourage children to develop imagination and practise real life skills. Effective staff intervention stimulates children's interest and extends their language and understanding.
- Staff work well together to provide planned and purposeful activities that provide children with opportunities to explore, experiment and make decisions for themselves.
- Partnerships with parents is developing well to provide an atmosphere where children and parents feel confident and secure.

What needs to be improved?

- staff's understanding of the stepping stones
- planning, to ensure children experience all aspects of learning and activities are presented at the right level with appropriate support
- opportunities during routine and everyday activities for children to recognise numbers, practise problem solving and observe and use writing in a variety of situations
- monitoring and evaluation of the provision.

What has improved since the last inspection?

At the last inspection the playgroup was asked to address the following –

Increase learning opportunities for mathematical development.

Mathematical resources are set up and used daily. Counting is introduced into many activities. Some opportunities are missed during everyday routines.

Improve the system used to assess children's developmental progress and use to plan for individual progress.

The system currently being used is not clearly linked to the early learning goals or formally used to plan individual progression.

Extend the planning of the programme to ensure that all staff are clear what the children should be learning from activities.

Planning is linked to the six areas of learning and indicates what children should be learning. It is displayed on the notice board and discussed at staff meetings.

Offer a wider range of activities that promotes interest, encourages questioning and offers a challenge to all children. A wide range of stimulating activities are offered daily to promote children's interest, encourage questioning and provide challenges in all areas. However some activities do not always have sufficient adult support to develop challenges fully.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are confident and motivated. Activities are exciting and encourage curiosity. Children are interested in trying new experiences. They are keen to share their successes with staff and seek their help when unsure. They persevere at self-chosen tasks such as fitting pegs on a board and making postcards. There are few opportunities to select resources for themselves. They are familiar with the routines of the setting and help to tidy up. They play co-operatively together and behave well.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are becoming good communicators. Many speak confidently in small and large groups, talking about what they are doing and why. Hand-eye co-ordination and pre-writing skills are developing well when using a variety of tools. However, opportunities are missed to observe or attempt writing for themselves. Children handle books with care. Most recognise their names and are aware print carries meaning. Some link sounds and letters, and identify words beginning with the same letter.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children enjoy counting and number activities. Many attempt to count how many children and try to represent twenty with their fingers. They count ten jumps on the trampette. Some opportunities are missed to recognise numerals and introduce problem solving into everyday routines. Children are becoming aware of mathematical language when effectively introduced into practical, as well as specific, activities such as putting shoes in pairs. Many identify size and shapes.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children find out about the world around them through a variety of topics and explore the local environment when posting letters. They work out how to build, shape and assemble using different tools. They create collages, large models and elaborate layouts for trains. They are interested in how things work and operate simple equipment. Opportunities to investigate living things are not often provided. Children show an awareness of time, looking at photos and talking about previous experiences.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move with confidence around the setting. They negotiate their own space when playing with others on the floor or sitting for registration. Many demonstrate increasing skill and confidence in using small and large equipment. However opportunities are not available for all children to develop skills in using large equipment. Many children move with control and co-ordination when balancing, climbing and jumping. They use tools to cut, pour and construct with increasing competence.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Exciting role-play areas stimulate children's imagination. They re-create their own experiences as well as developing new ideas linked to the topic. Children enthusiastically join in with songs and rhymes although sometimes lose interest if not fully involved. They use a variety of mediums to express themselves freely. Many name colours and use their senses when investigating objects. They have time and resources to create their own designs using collage, sand or paint.

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 staff's understanding of the stepping stones so effective observation and assessments can be used to plan for individual children's progression, including children with special educational needs
- improve planning to ensure children experience all aspects of learning and activities are presented at the right level with appropriate support
- provide opportunities during routine and everyday activities for children to recognise numbers, practise problem solving and observe and use writing in a variety of situations
- develop a system to monitor and evaluate the effectiveness of the provision for nursery education.

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.