



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 221861

DfES Number: 523613

INSPECTION DETAILS

Inspection Date	02/02/2004
Inspector Name	Denise May Smith

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Parson Drove Playgroup
Setting Address	Payne Primary School Main Road, Parson Drove Wisbech Cambridgeshire PE13 4JA

REGISTERED PROVIDER DETAILS

Name	The Committee of Parson Drove Playgroup 1079441
------	---

ORGANISATION DETAILS

Name	Parson Drove Playgroup
Address	Main Road Parson Drove Wisbech Cambridgeshire PE13 4JA

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

Parsons Drove Pre-School opened more than 25 years ago. It operates from one main room, in a mobile building located in the grounds of Payne Primary School. The group serves the local community and surrounding villages.

There are currently 9 children from 2 to 5 years on roll. This includes 1 funded 3 year old and 5 funded 4 year old. Children attend for a variety of sessions. The setting currently supports children with special needs and would support children who speak English as an additional language.

The group opens 5 days a week during school term times. Sessions are from 09:00 hrs until 11:30 hrs.

Two full-time staff work with the children. Both have early years qualifications to NVQ level 3. The setting receives support from a teacher/mentor from the Early Years Development and Child Care partnership (EYDCP)

How good is the Day Care?

Parson Drove Pre-school provides good care for children.

The small staff team are well qualified, committed to ongoing training and the development of the group. The effective management ensures that staff are clear about their roles and responsibilities. The good use of the building and careful selection of well maintained, appropriate resources give children many opportunities to learn, explore and develop in all areas of learning. Documentation is gathered and shared appropriately and mostly up to date.

Staff are active in promoting good personal hygiene practice with the children and procedures are in place which, support staff in keeping children safe. Staff have good room awareness. However, recent Health and Safety training has not been undertaken. Children are provided with appropriate snacks and drinks which are healthy, nutritious and comply with religious and dietary needs. Snack time is

considered a social time where children's independence is fostered.

The group caters for a small number of children, but these children are able to take part in fun, interesting activities and have use of a broad range of resources. Children's needs are met on an individual basis, staff know the children very well. They give appropriate support to children with special needs and children's behaviour is very good; staff encourage positive behaviour and reward children's achievements.

There is a good, effective partnership with parents. Staff gather lots of information from parents so that children feel secure in the group and parents are involved in many aspects of the group.

What has improved since the last inspection?

At the last inspection the committee of Parson Drove Pre-school agreed to, make the toilet door locks safe for young children and to meet any recommendations made by the Fire Safety Officer. The locks have been removed and all recommendations have been put into place. By completing these actions the safety of the children has been improved.

What is being done well?

- Staff interact well with the children. They are caring and interested in what children say and do and are particularly skilful at asking age-appropriate, open-ended questions to encourage language and thinking. As a result children are happy and settled.
- The good partnership with parents/carers ensures that children's individual needs are met.

What needs to be improved?

- the staffs' knowledge and understanding of current Health and Safety practice
- the complaints procedure, which is available to parents to include the telephone number of the registering body.

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 knowledge and understanding of staff members with regard to Health and Safety practice
14	Ensure that the complaints procedure, which is available to parents includes the telephone number of the registering body.

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 Parson Drove Pre-school is good. It enables children to make very good progress in their personal, social, emotional, creative and physical development and in their knowledge and understanding of the world. They make generally good progress in all other areas of learning.

Teaching is generally good. Staff have a good knowledge and understanding of the Foundation Stage. The assessment of children's learning takes account of the stepping stones, is used to identify the 'next steps' of learning for the children and directly informs the planning cycle. Planning covers all learning intentions, but does not span the five sessions the group is open. Clear boundaries and expectations are set for the children and are reinforced appropriately. This results in the children understanding what is expected of them. The minor weaknesses occur when opportunities are not taken to develop concepts and ideas. Procedures are in place to identify and support children who have special educational needs.

Leadership and management is generally good. The committee are supportive and committed to the progression of the group and are in the process of applying for accreditation. A system of staff appraisals is in place. The daily management of the group is good. The two members of staff understand their roles and responsibilities and work very well together.

The partnership with parents and carers is generally good. Information is shared in a variety of ways. Initial information regarding the foundation stage is limited, but detailed information is given about current topics, which enables parents to be involved in their children's learning. Parents are given the 'next identified steps of learning' for their children, but no formal report on the progress they are making towards the early learning goals. They can talk to staff informally on a daily basis and are encouraged to take their children's folder home and make comments.

What is being done well?

- The use of assessment is very effective. It shows what children know and understand, it identifies the children's 'next steps for learning' which are then shared with parents and it informs the planning cycle. This ensures children make steady progress through the early learning goals.
- Children are very confident and happy. Their self esteem is high and they behave very well. This creates an environment where children want to be in the group and try the new experiences available..

What needs to be improved?

- planning, to cover all five sessions, to ensure children who may only attend

on the current unplanned days are offered a balanced curriculum.

- opportunities to introduce concepts such as calculation, combining groups of objects together and taking them away for example at registration and snack time
- opportunities to increase children's understanding of the effects of exercise on the body.

What has improved since the last inspection?

Very good progress has been made at addressing the key issues identified at the last inspection.

The group has moved out of the school hall into their own building. This has enabled them to improve the organisation and range of materials. Children are now more able to self select, make choices and to use their own initiative.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested, motivated to learn and respond with excitement to new and routine activities. They settle well into the group and separate from their carers with ease and confidence. They behave well and are polite. The children form very good relationships with staff and with each other; they share, take turns and enjoy co-operating in their play. They are developing a high degree of personal independence and are confident in selecting resources and trying out new activities.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children use language to negotiate with peers and adults. They identify initial sounds, linking them to letters. Children understand that print carries meaning and can read familiar words. Key items are labelled, but this not extended to all accessible storage. The use of books is a strength of the group. They are used for enjoyment, reference and shared with home to reinforce learning. Children's pre-writing skills are well supported, but writing for a purpose and during role-play is limited.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children count confidently and use numbers and positional language correctly during play situations. They are beginning to recognise and write numerals and can use mathematical language in context. They learn about size and shape through practical activities such as construction. However, opportunities are missed to introduce concepts such as combining groups of objects or addition and subtraction for example at snack and registration time. Children can recognise and recreate patterns.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have lots of good opportunities to learn about the environment and the natural world. They look at similarities, patterns and change during activities and as part of the daily routine. Planned topics enable children to find out about past events in their own lives and those of others, including developing an understanding of other cultures. Regular visitors further enrich these activities. Regular opportunities are offered to use the computer, underpinning other areas of learning.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are able to handle a wide range of tools, objects and construction toys with increasing control and are confident at using both large and small equipment such as beanbags and bikes. Children are developing an awareness of space and others around them during planned, physical activities and move with increasing co-ordination. Skills such as balancing are being developed. Health education is included in the planning. However, staff miss opportunities to routinely reinforce this.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children enjoy good opportunities for imaginary play and are learning to communicate their ideas, thoughts and feelings. They explore texture, colour and form and are encouraged to use their imagination in art activities, deviating from the plan if they so choose. Children enjoy singing simple songs at planned times and also spontaneously throughout the session e.g. at the sand tray. They match movements to music. However, there are fewer opportunities for children to use musical instruments.

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

- develop planning, to cover all five sessions
- develop more opportunities to introduce children to mathematical concepts such as calculation.

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.