



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 101762

DfES Number: 585106

INSPECTION DETAILS

Inspection Date 10/06/2004
Inspector Name Linda Janet Witts

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Hempsted Playgroup & Toddlers
Setting Address C/O Hempsted C Of E Primary School
St Swithuns Road, Hempsted,
Gloucester
GL2 5LH

REGISTERED PROVIDER DETAILS

Name The Committee of Hempsted Playgroup

ORGANISATION DETAILS

Name Hempsted Playgroup
Address Hempsted C Of E Primary School
St Swithuns Road, Hempsted
Gloucester
GL2 5LH

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

Hempsted Playgroup and Toddlers is a committee-run pre-school group. It operates from a purpose built unit in the grounds of Hempsted Primary School. The village of Hempsted is on the outskirts of Gloucester City.

The playgroup is open every morning between 09.15-11.45 hours and Monday and Thursday afternoons between 12.30 and 14.45 hours and can accommodate a maximum of 24 children. Children are admitted to the group from the age of two years six months and the afternoon sessions are specifically organised for the younger age group. There are 29 children on roll of whom 25 are funded three-year-olds and four-year-olds. The group supports children with special educational needs.

The building is owned by the group, which is a registered charity. They have sole use of the premises which comprise of the main play room, children's and staff toilet facilities, kitchen and storage cupboards. They also have an enclosed outdoor area.

Three members of staff are employed and parents provide additional support on a rota basis. The leader and deputy hold level three qualifications in child care. They receive teacher support from an Early Years Development and Child Care Partnership, Foundation Stage Consultant.

How good is the Day Care?

Hempsted Playgroup and Toddlers offers satisfactory quality of care for children. The team of staff have remained positive despite lack of support, arising from problems sustaining a committee. The new chairperson recently appointed is committed to rectifying the situation. The leader and deputy hold level three qualifications relevant to their roles and they ensure that there is always someone present trained in first aid and child protection. There is a clear session structure, which children are familiar with and staff work well together. High adult to child ratios are maintained. The playgroup premise is appropriately maintained. Children now have access to their own outside play area but this is not used to its full potential.

The group has a good range of equipment and resources, which is accessible to the children. Records are clear, up to date and reviewed regularly. Policies lack information.

Supervision of children is good. The premises are secure and staff take positive steps to keep children safe. The group has not produced a written risk assessment. Staff maintain a clean environment but hand washing procedures do not always minimise the risk of cross-infection. Children enjoy the snacks offered and ask for drinks to meet their own needs.

Staff have a good knowledge of children's individual needs and offer appropriate support of children's play. Children with special educational needs are supported well. Children engage in the activities offered happily. They are well-behaved and staff are good role models. Equal opportunities are actively promoted.

Parents feel welcome at the playgroup. They are happy with all aspects of the care offered. They speak positively about staff, finding them friendly and approachable. They also enjoy the opportunity to see their children at play, when they do a playgroup duty. Staff provide parents with good written and verbal information about the playgroup.

What has improved since the last inspection?

Improvement since the last inspection is satisfactory. The group has drafted policies, which are shared with staff and parents; these include special needs, complaints, child protection, medication and bullying; unfortunately some of these lack information and do not fully reflect group practice.

The leader has attended training to gain a level three qualification and training in special educational; she has been designated the role of special educational needs coordinator and person to deal with child protection issues. Records are now accessible to staff and there are facilities to record details of any incidents.

The group has extended its range of resources to include those that positively reflect equality; followed recommendations made by the fire safety officer and now ensure that the key to open windows is accessible to staff. The group has not yet carried out a risk assessment of the premises and activity planning is not effectively undertaken. Procedures for vetting staff and key personnel are not always followed.

What is being done well?

- Children are happy at the playgroup. They have developed good relationships with staff and other children.
- Staff are aware of children's individual needs and support them within their play. They talk and listen to children and respond appropriately.
- Staff have positive attitudes towards equality and actively promote equal opportunities. All children are valued and able to participate in the full range of activities. The children see positive images of culture, ethnicity, gender and

disability.

- Children are well behaved and the playgroup atmosphere is calm. Staff promote good behaviour as good role models, encouraging good manners and using praise and encouragement. Minor disagreements are handled well.

What needs to be improved?

- risk assessment of all areas used by the group and any risks arising from activities planned/ undertaken, to ensure that all staff are aware of potential hazards and steps to be taken to minimise them.
- hand washing procedures prior to children eating to ensure that the risk of cross-infection is minimised.
- information within group policies and procedures, including child protection, to reflect group practice.

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

Std	Recommendation
6	Carry out a risk assessment of all areas used; record details of risks identified in these areas and those arising from activities and show action to be taken to minimise the risks. Review safety arrangements regularly.
14	Review group policies to ensure that they contain relevant information and reflect group practice. Ensure that the group's child protection policy includes action to be taken in the event of an allegation being made against a member of staff or volunteer.

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

How effective is the nursery education?

Hempsted Playgroup and Toddlers provides acceptable quality nursery education overall. Children's progress towards the Early Learning Goals in some areas of learning is limited by some significant weaknesses in the provision. Progress in personal, social and emotional development is very good and children are making generally good progress in communication, language and literacy and creative development.

The quality of teaching is acceptable but has some significant weaknesses.

Staff demonstrate a basic knowledge of the Foundation Stage, Early Learning Goals and associated stepping stones. They give children good opportunities to gain independence and develop relationships. They give children time to talk, enjoy books and to be creative. Staff promote good behaviour and foster children's self-esteem. Children with special needs are supported well. Planning is limited and fails to provide a broad and balanced curriculum, to help children to progress in all areas of learning. Staff do not make regular assessments that identify children's achievements and use this to plan activities, building upon what children already know, as a result some activities lack challenge for more able children. Available time and outside areas are not used to their full potential.

Leadership and management has significant weaknesses, however the new chairperson and staff are all committed to improvement. The leader has already identified areas for improvement. Team spirit is fostered between staff. The group does not have effective monitoring and evaluation procedures.

Partnership with parents is generally good. Parents speak positively about the playgroup. They are given information about the Foundation Stage and are able to gain greater knowledge of how activities help their children to learn, by helping at sessions. They have regular opportunities to speak to staff. Parents are not encouraged to continue some play and learning activities at home.

What is being done well?

- Staff promote good behaviour. They are good role models. They encourage good manners and have clear expectations of children's behaviour. Children's self-esteem is fostered using praise and encouragement.
- Children with special needs are supported well. Individual education plans have been produced and outside support sought, as appropriate.
- Children show curiosity, confidence and independence in carrying out activities. Many four-year-olds persist at activities for extended periods of time. They have good opportunities to try a range of creative activities.

What needs to be improved?

- planning to ensure that a broad and balanced curriculum is offered, helping children to progress in all areas of learning
- assessments to identify children's achievements, gathering information to show where children are at in their learning, which can be used to help children move to the next stage in their development
- use of time and outside areas
- challenge for more able children
- opportunities for children to problem-solve, use positional language, be introduced to new shapes and calculate; to explore and investigate within the indoor and outside environment; to undertake physical activities.

What has improved since the last inspection?

In response to the weakness identified at the last inspection, improvement has been very good. The lettering on children's name cards was inconsistent. This was promptly rectified by producing name cards with computer generated lettering, using capital and lower case letters as appropriate.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children show curiosity, confidence and independence in carrying out activities. Many four-year-olds persist at activities for extended periods of time. Children are very well behaved, share, take turns and demonstrate an awareness of the boundaries set and behavioural expectations within the setting. Children take initiatives and manage developmentally appropriate tasks. Four year olds happily set out chairs and resources and serve themselves from their lunch boxes.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children have emerging self-confidence to speak to others, including those who are not well known to them. Many children can recognise some letters and associated sounds. Children listen attentively to stories. They show interest in illustrations and more able children can recall stories in the correct sequence. Children enjoy mark-making and some children can write their own name with recognisable letters, but opportunities to use writing as a means of recording and communicating are limited.

MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children have limited opportunities to count, calculate and use mathematical ideas within their play. They do willingly attempt to count and some can count to ten and beyond. Four-year-olds show interest in number problems, but they do not talk about the shapes of everyday objects, match shapes, order by size or weight or use positional language. They have few opportunities to separate groups of objects in different ways, learning that the total is still the same.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Significant Weaknesses

Four-year-olds recall the days of the week and talk about things they have experienced e.g. a visit from the road safety officer, showing awareness of past and present. Children join construction pieces together to build, using a range of resources. Many children know how to operate simple equipment e.g. cassette player, but they have few opportunities to learn about the uses of everyday technology. Children do not regularly explore, examine and investigate objects inside or outdoors.

PHYSICAL DEVELOPMENT

Judgement:	Significant Weaknesses
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Children have limited opportunities to move freely with pleasure and confidence in a range of ways; to use equipment to climb, slide, swing and balance and to gain increasing control over an object. They do show some understanding that good practices with regards to exercise, eating and hygiene can contribute to good health. Four-year-olds cut competently with scissors and children demonstrate increasing skill using small resources e.g. pencils, jigsaws, craft materials and construction toys.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children engage in role-play based on their own first-hand experiences. Some four year olds play alongside other children who are engaged in the same theme. Children have good opportunities to try a range of creative activities such as painting, collage, play dough, listening to music and singing. They also enjoy sensual experiences gained from activities e.g. gloop. Children do not regularly use musical instruments.

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

OUTCOME OF THE INSPECTION

The provision is acceptable but has some significant areas for improvement. Children's progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- improve planning to ensure that a broad and balanced curriculum is offered, helping children to progress in all areas of learning. Ensure that plans include opportunities for children to problem-solve, use positional language, be introduced to new shapes and calculate; to explore and investigate within the indoor and outside environment; to undertake physical activities.
- carry out regular assessments to identify children's progress, gathering information to show where children are at in their learning. Use these assessments effectively to inform future planning, to help children move onto the next stage in their development, providing challenge for more able children.
- Make greater use of time and outside areas.

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.