



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 113835

DfES Number: 523084

INSPECTION DETAILS

Inspection Date	16/02/2004
Inspector Name	Bridget Richardson

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Windmills Special Needs Playgroup
Setting Address	Sheddingdean Hall Maple Drive Burgess Hill West Sussex RH15 8HP

REGISTERED PROVIDER DETAILS

Name	Windmills Special Needs Playgroup
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ORGANISATION DETAILS

Name	Windmills Special Needs Playgroup
Address	51 Oak Hall Park Burgess Hill West Sussex RH15 0DA

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

Windmill special Needs Playgroup opened in 1984. It operates from one room at Sheddingdean hall in Burgess Hill. The playgroup serves the local area.

There are currently 21 children from 2 to 5 years on roll. This includes 1 funded 3 year old and 8 funded four year olds. Children attend for a variety of sessions. The group is run as an educational trust and attendance at the group is through referral from the child's doctor, health visitor or social services.

The group opens 4 days a week Tuesday to Friday, during school term times. Sessions are from 9.45 am until 12.15 pm.

Seven part-time staff work with the children. Over half the staff have early years qualification to NVQ level 3. The setting receives support from a mentor from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

The quality and standard of care at Windmill Special Needs Playgroup is good. The playgroup provides a warm child friendly environment and children are happy and settled. Most areas for promoting safety are good, however a small part of the fence and gate posts in the outside play are damaged. Staff are effectively deployed at all times to ensure children are well cared for. Good hygiene procedures are in place.

The staff form warm, caring relationships with the children who are happy and confident. Staff work closely as a team to ensure that each child's individual needs are met. They work closely with parents and other professionals as required. They provide an interesting, worthwhile range of activities and children are encouraged to participate. Space is well organised to support children's learning and to ensure equality of opportunity for all children. An extensive range of toys and resources is provided, and on the whole children are able to choose these for themselves.

There is an effective relationship with parents and they are provided with

comprehensive information about the playgroup and their child. The regular exchange of information on children's progress ensures that their individual needs are well met. All the relevant paperwork is in place, however some policies require updating.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Children are involved in a broad range of activities which help them make progress in all areas of learning.
- Staff are interested in what children do and say, they talk and respond to children's interests and provide continual praise and encouragement
- Staff are effectively deployed to ensure children's individual needs are met at all times.
- All children are included; their differences acknowledged and valued through staff working closely as a team alongside parents and other professionals.
- Staff welcome parents into the setting and there is a two-way flow of information, knowledge and expertise.

What needs to be improved?

- some policies require updating
- the hazard in the outdoor playarea.

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	Damaged part of fence and gate posts in outside play area are made safe or inaccessible to children
14	Ensure all policies are updated

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 Windmills Special Needs Playgroup is acceptable and is of high quality. It enables children to make very good progress towards the early learning goals in all six areas of learning.

The quality of teaching is very good. Staff use a variety of teaching methods and supporting children while helping them to play an active part in their learning. They are effective in supporting all children and challenging them to extend their knowledge through skilful communication. Planning and assessment is linked to the stepping-stones and used effectively to help children progress on to the next stage in their learning. Time, accommodation and resources are generally well used, however, no children's work is displayed in the setting. Children are confident, well behaved and show independence.

Leadership and management of the playgroup is very good. Clear objectives are set and roles and responsibilities defined. An excellent staff team is in place, and clear communication and good support allows them to provide a stimulating, well-balanced programme. Management show a good understanding of early years practice and are committed to improving the care and education for all children. Effective systems are in place to support, monitor and evaluate both staff and early years practice.

The partnership with parents is very good. Excellent relationships have been established between staff and parents and they work together to share information about children's progress and development. Continual assessment and monitoring both within the playgroup and at home, ensures children's individual needs are met.

What is being done well?

- Staff support children well in the playgroup. This helps them to learn, to negotiate and to communicate their imagined experiences.
- Children personal, social and emotional development is very good. They are confident, have established good relationships and play an active part in their learning.
- Relationships within the playgroup are very good. Staff value every child as an individual and have a good knowledge of each child's personal needs.
- Parents and staff work together and share information about children's individual progress and development. Continual assessment and monitoring both within the playgroup and home, ensures children's individual needs are met.

What needs to be improved?
<ul style="list-style-type: none">● to continue to develop the children's opportunities to find out how things work● to find ways of displaying children's work.

What has improved since the last inspection?
<p>The playgroup has made generally good progress since the last inspection. They now have a long term plan that includes activities linked to all six areas of learning. Children are given opportunities to recognise numbers and a nature table is available to develop their knowledge about the living world. Details of the curriculum are included in the welcome book and displays are labelled and named. Pictures, numbers and letters are displayed around the nursery, however no children's work is displayed.</p>

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children develop good relationships with adults and other children in the playgroup. They learn to co-operate and work well together. For example, two children working co-operatively to complete a puzzle. Staff have established friendly, positive relationships with the children and use praise and encouragement effectively to make all children feel valued.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's language is developing well. They interact, listen and negotiate with peers. Staff question children effectively encouraging them to think and contribute their own ideas. Children enjoy listening to and joining in with stories, they explore a range of words and texts and attempt writing for a variety of purposes for example, pencils/paper for role play.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children show an interest in numbers and counting, and are beginning to represent numbers in various ways. They are developing a good understanding of addition and subtraction through practical activities and discussion.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children demonstrate good joining skills. They use appropriate materials and tools competently. For example, recycled materials. Children talk about those familiar to them and about the environment in which they live.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are confident in using outside play equipment and show good co-ordination and control. Children show skill in using a variety of construction equipment and frequently use paper, card, recycled materials, scissors and glue for cutting and joining.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children are encouraged to use their imagination and express their ideas in a variety of ways, such as:- home corner and painting. They enjoy singing and music and use musical instruments to explore and recognise sound and sound patterns.

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:

- Points for consideration;
- Continue to develop the children's opportunities to find out how things work and ICT
- Find ways to displaying children's works

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.