



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 205708

DfES Number: 516159

INSPECTION DETAILS

Inspection Date 02/06/2003
Inspector Name Jill Lee

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Little Imps Playgroup
Setting Address Messingham Village Hall
Wendover Road, Messingham
Scunthorpe
North Lincolnshire
DN17 3QU

REGISTERED PROVIDER DETAILS

Name

ORGANISATION DETAILS

Name Little Imps Playgroup
Address Messingham Village Hall
Wendover Road, Messingham
Scunthorpe
North Lincolnshire
DN17 3TJ

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

Little Imps Playgroup is a privately owned group which operates within the village hall in the village of Messingham, in North Lincolnshire. Children attend the playgroup from the wider local area.

It is registered to care for 32 children aged from two to five years; when only one of the play rooms is available numbers are limited to 22. It is open from 8.30 am. until 3.15 pm. every weekday during term time; sessions are from 9.30 am. to 12.00 pm, and from 12.45 pm. to 3.15 pm. and a breakfast and lunch club are offered for limited numbers. During the Spring Bank, Summer and Autumn half term holidays two mornings sessions may be offered if there is demand.

The village hall is regularly shared with other community groups. The playgroup has use of the large hall and a meeting room whenever both are available; children are able to access activities freely between both rooms. They have shared use of the kitchen and toilets. There is a fully enclosed outdoor play area, with a safety surface, and children can also use the open grassed area around the village hall.

At present there are 86 children on roll. There are 34 three year olds and 15 four year olds who are funded. Two three year olds and two four year olds have special educational needs. Three children attend the playgroup for whom English is an additional language.

All supervisory staff hold a relevant qualification in child care and education. Community teacher support and general advice and training are available from the Early Years Partnership. The group has recently embarked on the local quality assurance scheme, Steps to Quality.

How good is the Day Care?

Little Imps Playgroup provides satisfactory care overall for 26 children aged two to five years.

Sessions are well planned and organised by the experienced staff team. Staff have generally good knowledge of the foundation stage of education. They are deployed well. They interact effectively with children, and provide access to resources which support all areas of learning. There is a well structured appraisal process which supports staff development and enables planned access to training opportunities.

Policies and procedures are comprehensive, implemented effectively, and are reviewed regularly. Staff give high priority to children's safety and well being at all times, and conduct careful risk assessments for all planned activities. Emergency procedures are well thought through. A review of the way records are stored is required to ensure accessibility and confidentiality.

Staff interact with children sensitively and warmly; they know children well, and enable them to use the whole playgroup environment with confidence and independence. They provide positive role models, encouraging children to be caring and co-operative. They provide good support to children with special needs and their families. Staff plan effectively for children to have experiences in all areas of learning, although a wider range of activities and experiences accessible to children within the planned daily environment could enable staff to extend children's learning opportunities, providing greater challenge and choice.

Partnership with parents is good. Parents are well informed about the group's policies and procedures, and they receive information about the planned curriculum. Staff share information about progress both informally and at twice yearly parent's meetings.

What has improved since the last inspection?

There is now a clear registration system showing when children, staff and visitors are present. (Standard 2)

Clear arrangements have now been established with regard to planned outings; parents give written consent, and only clearly named and appropriately insured drivers are used. (Standard 6)

Children now have access to drinking water throughout the session. (Standard 8)

There is a wider range of books reflecting positive images of diversity. (Standard 9)

A named member of staff has been appointed with responsibility for behaviour management (Standard 11)

The designated child protection co-ordinator has accessed training, and the child protection policy has been updated to include procedures if an allegation is made against a member of staff. There is need to develop further staff confidence with regard to implementation of child protection procedures. (Standard 13)

What is being done well?

- Sessions are well organised, staff are deployed effectively and they have planned access to appropriate training and development opportunities. Their involvement in the local Quality Assurance scheme is promoting self evaluation and review of practice. (Standard 1 and 2).
- Health and safety policies and procedures have been recently reviewed. They are comprehensive, well understood by staff, and implemented effectively. Staff give high priority to children's safety and well being both inside the playgroup and on outings. (Standard 6 and 7).
- Staff know children well and provide effective support for children's learning and development. Children use their initiative to access resources within the environment, which offers experiences in all areas of learning. (Standard 3, 5 and 9).
- Children behave well and develop good relationships with staff and other children; staff provide good role models, encouraging children to be caring and co-operative. (Standard 3 and 11).
- Parents have access to a detailed prospectus about the provision, outlining all policies and procedures. Information is shared about curriculum activities, encouraging parents to become involved in their child's learning. (Standard 12).

What needs to be improved?

- the storage of staff and children's records, to enhance confidentiality. (Standard 2)
- staff knowledge and understanding of child protection issues and local procedures. (Standard 13)
- accessibility of records, so that required documentation is available for inspection at all times. (Standard 14)

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
2	store playgroup records about staff and children confidentially so that they are not accessible to other groups;
13	ensure that the child protection incident recording system is accessible at all times and stored confidentially and put in place appropriate deputising arrangements for when the Child Protection co-ordinator is not available;
13	enable all staff to feel more confident if required to deal with Child Protection procedures;
14	ensure all required documentation is available for inspection at all times.

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

How effective is the nursery education?

Little Imps Playgroup provides a stimulating environment, where children are confident and motivated to learn. Effective teaching helps children to make generally good progress towards the early learning goals. Children make very good progress in Physical and Personal, Social and Emotional Development; progress in Communication Language and Literacy, Knowledge and Understanding of the World, Mathematics and Creative Development is generally good.

Teaching is generally good, and staff knowledge of the foundation stage enables them to plan an interesting range of activities. Children have access to a good range of experiences within the daily environment, but would benefit from more activities to promote challenge and choice and increase opportunity for exploration. Children choose activities freely, but have few opportunities to write for different purposes and to link sounds and letters and staff miss opportunities to extend mathematical understanding. Staff use assessment of children's progress well to help focus teaching within half termly individual play plans.

Staff interact with children sensitively and warmly; they know children well, and enable them to use the whole playgroup environment with confidence and independence. Children behave well; staff provide positive role models, encouraging children to be caring and co-operative. Staff provide good support to children with special needs and their families.

Leadership and management is generally good. The staff team is currently reviewing and evaluating practice using the local quality assurance scheme, and is aiming for more sharing of responsibilities. There is clear commitment to ongoing staff development and appraisal.

Partnership with parents is generally good; they are well informed about the group's policies and procedures, and receive information about planned activities. Introduction of new children is well planned. Children's progress is shared both informally and at open days.

What is being done well?

- Staff appraisal is well thought through encouraging self evaluation and good team working. Staff are using their participation in the local quality assurance scheme to review and improve practice.
- Children's personal, social and emotional development is very good. They are confident and sociable, and have caring relationships with each other and with staff.
- Staff know children well and use individual assessments effectively within half termly individual plans to encourage progression. Children with special needs

are supported well.

- Parents have access to a detailed prospectus about the provision, outlining all policies and procedures. Information is shared about curriculum activities, encouraging parents to become involved in their child's learning.

What needs to be improved?

- the range of activities and experiences accessible to children within the planned daily environment to provide stimulus, create choice and promote greater challenge.
- opportunities for children to link sounds and letters and to write for a range of purposes within the everyday environment.
- use of the opportunities within the full range of freely chosen activities and daily routines to help children develop and consolidate their understanding of mathematics.

What has improved since the last inspection?

Staff now include more practical opportunities for children to learn about simple addition and subtraction and to record their findings within the planned curriculum; opportunities to select from a range of resources to express their feelings in individual ways and some opportunities to explore and question why things happen.

The planning process covers all areas of learning, and includes daily learning objectives. Children's assessment records show clearly their achievements in relation to stepping stones, and staff use this information within daily activities.

However, children need more access to a wider range of experiences within the everyday environment, and staff could focus teaching more effectively to extend children's learning and promote greater challenge within free play activities and the daily routine.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children's progress is very good. Children are confident and motivated to learn; they enjoy new experiences and are able to concentrate and persevere. They enjoy independent play, and participate actively in group times. Children's behaviour is very good; they take turns and share, they co-operate to tidy away toys. They understand expectations and routines, and have awareness of their own needs and the needs of others. They enjoy experiences linking them to the local community.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children's progress is generally good. They share experiences with staff using language to describe, recall and to ask questions. They listen attentively in group time and are confident to contribute their own ideas. They enjoy stories and use books well; they make up their own stories within imaginative and extended role play. Children learn to recognise and practice writing their own name; they need more opportunity to write for different purposes, and to link sounds and letters.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children's progress is generally good. They enjoy number rhymes, and can count to ten and beyond; they recognise some numbers. They know the names of common shapes and use size and positional language in activities, to sort and order. The daily routine is used to encourage children to count, match and estimate. Children need more opportunities to explore and consolidate their understanding within their freely chosen activities, and to record their findings.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children's progress is generally good. They talk about their families, and past and present events in their lives. They observe the natural world and think about features of their environment through walks in the local community and visits from "people who help us"; they visit the local school and library. More opportunity is needed within the everyday environment for children to build and construct using a variety of tools and resources, and to use technology, to extend choice and challenge.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children's progress is very good. They move with confidence and safety, negotiating space well when playing imaginative games, running and playing football. They use climbing and balancing equipment with skill, and practice catching large and small balls. They show awareness of the importance of good hygiene and healthy eating. They put on their own coats, use tools safely, handle large and small construction, and small world play with increasing skill; they practice careful pencil control.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children's progress is generally good. They express their own ideas through imaginative role play. They paint their own faces and think how their face reflects their feelings. They bake and taste different foods. They need access to a wider range of media like water, sand, music, dough, dance, model making, within the everyday environment to enhance opportunities for them to develop their imaginations, and to explore and express their own ideas in varied ways.

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

- Re-evaluate the range of activities, experiences and resources accessible to children within the planned, daily environment to increase choice and promote greater challenge.
- Provide more opportunity within freely chosen activities and daily routines for children to write for a range of purposes, and to become aware of rhymes and the links between sounds and letters.
- Use the full range of freely chosen activities and daily routines to develop and consolidate children's understanding of mathematics.

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.