



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 221872

DfES Number: 522417

INSPECTION DETAILS

Inspection Date 13/10/2003
Inspector Name Denise May Smith

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Stilton Playgroup
Setting Address The Mobile
Church Street, Stilton
Peterborough
Cambridgeshire
PE7 3RF

REGISTERED PROVIDER DETAILS

Name The Committee of Stilton Playgroup 100319

ORGANISATION DETAILS

Name Stilton Playgroup
Address The Mobile
Church Street, Stilton
Peterborough
Cambridgeshire
PE7 3RF

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

Stilton Playgroup opened in 1969. It operates from two adjoining mobile buildings within the grounds of Stilton Primary School. The group serves the local, rural community. There are currently 24 children from 2 to 5 years on roll. This includes 7 funded 3 year olds and 2 funded 4 year olds. Children attend for a variety of sessions.

The group opens for 7 sessions per week during school term times. Sessions are from 09:00 to 11:45 each morning and 12:45 to 15:15 Monday and Wednesday afternoons.

Three staff work with the children. Half of the staff have or are working towards, early years qualifications to NVQ level 2 or 3.

The setting receives support from a mentor from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Stilton Playgroup provides satisfactory care for children.

Staff are deployed effectively throughout the group providing children with opportunities to take part in a range of activities. Space is appropriately used to accommodate these learning experiences. Particular attention is given both indoors and outdoors in supporting children's physical development. Most policies and procedures are in place and up to date. However, some procedures need implementing or revising.

Staff have an appropriate understanding of keeping children safe. However, some aspects of practice need to be reassessed in order to reduce the potential risk of accidents occurring. Appropriate regard is given to health and hygiene issues and children are actively encouraged to adopt good hygiene procedures. Sufficient snacks and drinks are offered to the children. However, these are not always

nutritious and do not foster good attitudes to healthy eating.

There is a range of good quality, interesting toys and equipment which children are able to choose from during the play sessions. Children made limited spontaneous use of the book corner, which is comfortable but poorly displayed. Staff use praise and encouragement effectively to reinforce good behaviour, which children respond well to. However, a consistent approach to managing challenging behaviour would prevent children from becoming distracted.

Partnership with parents is satisfactory. Parents/carers and children receive a warm welcome and are active in supporting the group. They are kept well informed about the setting and the activities offered.

What has improved since the last inspection?

At the last inspection, the committee of Stilton playgroup agreed to ensure an administration of medication policy is put in place and to obtain written permission from parents prior to administering medication to children. They agreed to ensure the child protection procedures conform with local ACPC guidelines and that a member of staff is trained in child protection and takes responsibility for this area. A medication policy is now in place and appropriate consents obtained from parents. A member of staff has undertaken the level 1 child protection course and is booked onto the level 2 course. The child protection procedure although in place and understood, needs to be revised in line with current procedures.

What is being done well?

- The staff know the children well and adapt the care offered according to the children's individual needs.
- The toys and resources available to the children are varied, interesting and of good quality enabling the children to access a broad range of appropriate experiences.
- The environment is organised to allow the children to access a full range of experiences which promote their development, especially their physical development.

What needs to be improved?

- the policy and procedure to be followed in the event that a child is lost or uncollected and the procedures to be followed in the event of a child protection allegation being made against a member of staff
- the vetting procedure to enable the registered person to assess whether staff are both mentally and physically able to care for children
- the operational plan, which should be collated and shared with parents
- risk assessments, with particular regard to the outdoor area and hot drinks in the vicinity of children

- the codes of acceptable behaviour, which have been agreed with the children, should be consistently applied
- the variety of snacks and drinks offered to the children, which should be healthy and nutritious.

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
2	ensure that a written procedure is in place to be followed in the event of a child being lost or uncollected	01/12/2003

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

Std	Recommendation
1	ensure that vetting procedures enable the registered person to assess whether applicants are both mentally and physically able to care for children.
2	ensure that the operational plan is collated and shared with parents
6	ensure that risk assessments are undertaken and reviewed with particular attention being given to the outside play area and hot drinks in the vicinity of children
8	ensure that children are offered a variety of healthy snacks and drinks
11	ensure that the codes of acceptable behaviour that have been agreed with the children are consistently reinforced
14	ensure that the child protection policy includes procedures to be followed in the event of an allegation being made against a member of staff

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 Stilton playgroup is good. It enables children to make generally good progress towards the early learning goals in most areas of development. However, there are significant weaknesses in the programme for communication, language and literacy and mathematics.

Teaching is generally good. An effective key worker system enables children to be confident and happy in the setting. Children form good relationships with both their peers and adults. Staff are caring towards the children and interested in what they say. However, all opportunities to extend and develop children's learning are not explored. Adults provide an appropriate range of interesting toys and equipment, which support children's learning. However, planning does not reflect how these activities could be extended for the more able children and made accessible to the less able. Adults have strategies in place which foster good behaviour. However, these are not always consistently applied which leads to some children becoming distracted and disruptive to the group. Adults are sensitive to the needs of children who have special educational needs; an effective system is in place to provide support.

Leadership and management is generally good. Relationships within the team are positive. Adults are supportive of each other and they work well together, sharing knowledge, ideas and contributing to the planning. Staff appraisals enhance personal development and identify training needs.

The partnership with parents and carers is good. Parents are well informed about the setting's activities and regular information is sent home. Parents are made aware of their children's progress towards the early learning goals informally, those parents who are unable to access the setting may miss out on this opportunity.

What is being done well?

- Children are motivated to learn, form good relationships with staff and other children and their confidence, self esteem and independence is nurtured.
- A variety of planned activities enable children to take part in a range of interesting experiences.
- Children have opportunities to refine their climbing and balancing skills.
- Children have many opportunities to explore and investigate.

What needs to be improved?

- the accessibility of books for enjoyment and to locate information.

- the opportunity for children to learn initial letters, link sounds to letters and learn letters of the alphabet and the range of opportunities to make marks in imagined role play situations
- the opportunity for children to use language to compare two numbers; show a developing understanding of addition and subtraction; relate addition to combining two groups of objects and subtraction to taking away; develop mathematical ideas and methods to solve practical problems
- the planning, to be linked to the identified next steps for children and to indicate how activities can be extended to offer challenge for the more able, and made accessible for the less able children.
- the system for informing parents of children's progress towards the different areas of learning and the 'next steps' for children.

What has improved since the last inspection?

Generally good progress has been made in implementing the action plan drawn up to address the four key issues identified at the previous inspection resulting in improvements being made to the educational programme.

Assessments are now undertaken and the next steps for children are identified.

Children are now provided with regular opportunities for climbing, both indoors and outside.

Staff have undertaken training in the identification and assessment of children with special educational needs. The previous Senco has now left the setting but training has been organised to ensure the new Senco can carry on this role.

Staff have extended the resources which promote children's awareness of other cultures and have attended training to develop their equal opportunity practice.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children have good relationships with both their peers and adults. They are confident, happy and secure in the setting, generally separating from their carers with ease. They are motivated to learn and to try new experiences. They work well in small groups but can become distracted and at times lose focus in larger groups. Children are aware of the agreed codes of behaviour but these are not always consistently reinforced by staff. The children are independent and skilled at self care.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Significant Weaknesses

Children's language skills are developing. They can talk about themselves, significant events and speak confidently in a group. Labels are used well, giving children opportunities to read familiar words. However, books, although available, are not widely used. Opportunities for mark making are limited: resources are not always available to support this area of development. Children have few opportunities to link sounds to letters.

MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children use number in everyday situations and can count reliably up to 10. They are beginning to recognise numerals. However, children have limited opportunities to experience calculation, learn positional language and concepts of shape. More able children are not provided with sufficient challenge to extend their mathematical skills. Resources which support mathematical thinking are good but are not always used to develop ideas and concepts.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children use a variety of construction equipment, tools and materials to cut, join and build in two and three dimensions. They explore and investigate objects both indoors and outside and use programmable toys and equipment to support learning. Children have few opportunities to develop a sense of time but regular visitors from the community and visits out into the local area foster a sense of community and enhance the opportunities for children to develop a sense of place.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are offered a wide range of age appropriate, small and large equipment to use. Planned activities allow children to develop an awareness of themselves and others, to handle tools and objects effectively and with safety. Children, do not have an understanding of health or the effects of exercise on their bodies but they can move with increasing skill during balancing and climbing activities, including negotiating rope ladders. Bikes and scooters are used confidently.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children have many opportunities to experiment with colour and texture during the range of different art activities offered. They have insufficient access to free art to encourage their own creativity. Good use is made of sand and water which is enjoyed by all. Role play supports the development of children's imagination and is well resourced. Children engage in some musical activity which includes singing simple songs. Music and movement sessions are built into the planned programme.

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 the programme for communication, language and literacy to encourage children to access books for enjoyment and to locate information. To increase opportunities to learn initial letters, link sounds to letters and learn letters of the alphabet. To extend the range of opportunities to make marks in imagined role play situations.
- develop the programme for mathematics to encourage children to use language to compare two numbers. To develop an understanding of addition and subtraction, relate addition to combining two groups of objects and subtraction to taking away. To encourage children to develop mathematical ideas and introduce methods to use mathematical ideas to solve practical problems
- improve planning, to be linked to the identified next steps for children and to indicate how activities can be extended to offer challenge for the more able and made accessible for the less able children.
- the system for informing parents of children's progress towards the different areas of learning and the 'next steps' for children.

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.