



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 218110

DfES Number: 539861

INSPECTION DETAILS

Inspection Date 22/06/2004
Inspector Name Dianne Lynn Sadler

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name CARVER ROAD PLAYGROUP
Setting Address CARVER ROAD COMMUNITY CENTRE
CARVER ROAD
BURTON ON TRENT
STAFFORDSHIRE

REGISTERED PROVIDER DETAILS

Name The Committee of Carver Road Playgroup

ORGANISATION DETAILS

Name Carver Road Playgroup
Address Carver Road Community Centre
Carver Road
Burton-on-Trent
Staffordshire
DE13 0GQ

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

Carver Road Pre-school Playgroup opened in 1992. It operates from a community centre in Burton-on-Trent. It serves the local Horninglow and Stretton area.

There are currently 27 children aged between 2 years and 5 years on roll. This includes 24 funded 3-year-olds and 2 funded 4-year-olds. Children attend for a variety of sessions.

The pre-school playgroup opens four days a week, term-time only. Sessions are from 09.30 until 12.00.

There are five staff who work with the children. Three staff have Early Years qualifications level three and one member of staff is currently working towards a recognised early years qualification level two. The setting receives support from a teacher from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Carver Road Pre-school Playgroup provides a good standard of care for children. The pre-school playgroup offers a warm, welcoming environment and makes good use of space available to meet the needs of children. The operational plan is well written and effective in practice, containing all relevant records and policies, and procedures. There is a wide range of toys, furniture and equipment available, easily accessed by children.

All hazards have been identified and minimised, creating a safe environment where children feel safe and secure. Good hygiene practices are in place and children's dietary needs are met well, according to the wishes of parents. A good choice of healthy, nutritious snacks is provided, with alternatives offered when necessary. There is a wide range of resources, which are used imaginatively by staff to enhance children's learning. The use of 'carver bear' develops children's imagination and communication. Routines and boundaries are clear and understood by children, with praise and encouragement being used to reward positive behaviour.

Staff work well as a team and are included in all the decision making and planning within the pre-school. Activities are very well planned and stimulating, covering all areas of learning. Interaction between adults and children is very good, with adults listening to what children say and do, ensuring all children feel valued, included and develop confidence. Children with special needs are well catered for.

The pre-school playgroup develops good relationships with parents. The staff work closely with parents to ensure the children's individual needs are met according to their wishes. There are effective procedures in place for sharing records with parents and keeping them well informed. Parents are also encouraged to contribute to the decision making within the pre-school with the use of a suggestions box.

What has improved since the last inspection?

At the last inspection, the pre-school playgroup agreed to:-

Conduct a risk assessment when using the adjacent outdoor play area. There is now a policy in place and a risk assessment is carried out and recorded before children are taken outside.

Develop staff awareness and understanding of effective ways to manage children's behaviour. Staff now work to a clear, concise policy and have attended training courses for working with the under threes.

What is being done well?

- The management of children's behaviour. Rules and boundaries are clear and understood by children which ensure children feel safe and secure.
- The effective interaction between staff and children. Staff listen to what children say and respond appropriately, which ensures children feel valued and develop confidence.
- The partnership between staff and parents, keeping them well informed and included in their children's progress. Parents are encouraged to influence decision making with the use of a suggestions box.
- The implementation of a clear, concise operational plan, which contains all relevant records, policies and procedures and is effective in practice. This ensures a safe secure environment is provided for children.
- The imaginative use of good quality resources, which motivate children to learn and make progress. In particular the use of 'carver bear' which helps develop children's imagination and communication and literacy skills.

What needs to be improved?

- arrangements to ensure staff access appropriate First Aid training which includes babies and young children.

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
1	Ensure staff have access to relevant First Aid training that includes babies and young children.

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

How effective is the nursery education?

Carver Road Pre-school Playgroup provides generally good nursery education which enables children to make generally good progress towards the early learning goals. Provision for physical development is particularly well planned, in the absence of a designated outdoor play area, and children make very good progress in this area, as well as in three other areas of learning.

The quality of the teaching is generally good. Clear educational plans are organised, covering every area of learning, however children do not have full opportunities to recognise numerals and familiar words in print on a daily basis. Staff organise the indoor space well to develop children's physical skills and use the wide range of resources available imaginatively to develop children's knowledge in the six areas of learning. Staff listen to what children say and extend their learning by encouraging them to think and express their ideas and feelings. Staff manage children's behaviour very well, having clear, consistent expectations. Children with special needs are encouraged to participate in all activities and are making good progress.

The leadership and management of the pre-school is very good. There is a committed and enthusiastic team, who work well together. All staff are included in assessments carried out with the children and in the planning of the curriculum. Communication is effective and the supervisor has implemented a well-planned programme of staff development aimed at evaluating and improving teaching.

The partnership with parents is very good. Parents spend time talking informally to staff about their children and are well informed about the provision. There are good opportunities for parents to receive and discuss information about their child's development. Parents are encouraged to participate in and influence the children's learning by working in the group, assisting with events or taking part in the management. This ensures good links between home and pre-school.

What is being done well?

- Staff manage children's behaviour very well. They have consistent and clear expectations of the children and use excellent strategies to promote good behaviour. Children have a good understanding of the rules and boundaries, which are discussed regularly during the session.
- Staff use the wide range of resources available imaginatively to develop children's knowledge in the six areas of learning. The use of 'carver bear' encourages communication, language and literacy. Very good progress is made in four areas of learning
- Children's physical skills are promoted very effectively through a stimulating range of indoor and outdoor activities, in the absence of an outdoor play area.

- Staff work well as a team. There is effective communication and commitment to staff development. All staff are included in the planning and decision making within the pre-school.

What needs to be improved?

- the opportunities for all children to recognise numerals and familiar words in print on a daily basis

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are involved in a stimulating range of activities that help them progress and motivate them to learn. All are able to sit and concentrate for appropriate periods of time and are confident to try new experiences. Children are encouraged to be independent and are able to choose between activities, select resources for themselves and take care of their personal needs. Children behave well and are able to take turns and share.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children take part in a large variety of activities which develop their listening skills. They are all able to confidently communicate ideas and feelings and use speech to explore real and imagined experiences. All children are developing an enjoyment of books and demonstrate an understanding of how to use them and use language to predict the outcome of a story. All children are able to recognise and attempt to write their own names, however there is a lack of print displayed around the hall.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are able to learn about number through a range of well planned and spontaneous activities. All children count confidently to ten and beyond by rote and are able to say and use number names. However, there are limited opportunities for all children to recognise numerals on a daily basis. All children are becoming familiar with the concepts of addition and subtraction in a variety of situations and are using mathematical ideas to solve problems. All children are able to recognise shapes.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are able to discuss their families past and future events with confidence. They are able to investigate and explore a range of objects and materials, construction toys and re-cyclable materials are used to create models. Children are able to explore the natural world and the community in which they live, they grow flowers from bulbs and visit local places of interest. All children are learning about other cultures and beliefs during spontaneous play and planned activities.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are involved in well-planned physical play sessions daily, both indoors and outdoors, using the community play area. Children are developing a sense of space and are able to use both small and large equipment with confidence and control. All children are developing a good awareness of their own bodies and enjoy music and movement. A wide range of tools are freely accessible to the children to develop fine manipulative skills.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children have plenty of opportunities to explore colour, texture, shape, form and space. They are able to respond in a variety of ways to what they see, hear, smell, taste, touch and feel. All children are encouraged to use their imagination and express their ideas, thoughts and feelings in a variety of activities. All children confidently recite nursery rhymes from memory in small group situations and explore music and movement.

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

- Provide all children with more opportunities to recognise numerals and familiar words in print on a daily basis.

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.