



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 101654

DfES Number: 582072

INSPECTION DETAILS

Inspection Date	05/03/2004
Inspector Name	Pamela Edna Friling

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Woodmancote Playgroup
Setting Address	Woodmancote Village Hall Bushcombe Close Woodmancote Glos GL52 4HX

REGISTERED PROVIDER DETAILS

Name	Woodmancote Pre-School Group 1059409
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ORGANISATION DETAILS

Name	Woodmancote Pre-School Group
Address	Woodmancote Village Hall Bushcombe Close Woodmancote Glos GL52 4HX

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

Woodmancote Playgroup meets in Woodmancote Village Hall. The hall is adjacent to the village playing fields and play park area. The playgroup is run by a voluntary committee and is a member of the Gloucestershire Playgroup and Toddler Association (PATA).

Playgroup operates during school terms on Monday to Friday from 09.30 until 12.00 with an additional session on Friday afternoon from 12.30 until 15.00. The Tuesday session operates in the small hall for a smaller group of children. Funded places are available for children aged 3 and 4 years and at present out of a total of 40 children attending the playgroup there are 19 funded 3-year-olds and 12 funded 4-year-olds. The playgroup currently supports a number of children with special needs and who speak English as an additional language.

Children have access to the main hall and the small hall. The children are able to use the playing field and adjacent play park for outdoor play.

The playgroup employs 8 staff to work with the children; 2 staff are qualified teachers and 2 staff hold recognised childcare and education qualification at level 2. Two other staff members are undergoing child care training to achieve qualifications. All staff have attended training courses in first aid and child protection. The playgroup receives support from the Early Years Childcare Services, Foundation Stage Consultants.

How good is the Day Care?

Woodmancote Playgroup offers satisfactory care for the children who attend. The playgroup offers a warm welcome to the parents and children. They have all the required policy statements but some lack sufficient detail regarding actions that would be taken if a child had special needs or if a child was not collected at the end of a session. The complaints procedure does not contain contact details for Ofsted. Risk assessments are conducted to ensure the premises are safe and secure.

The staff team are well qualified and provide a range of planned and well-resourced activities to encourage all round development. Toys and equipment are of good quality and include a range of items that promote awareness of other cultures. Staff are deployed effectively to supervise the children as they play and ensure their safety. They form good relationships with the children, engage them in conversation and offer praise and encouragement at every opportunity. Boundaries for acceptable behaviour are not clearly defined for all children and children's inappropriate behaviour is not dealt with consistently. This leads to distraction of other children as they take part in activities. Children are given a range of healthy snacks.

Parents are provided with good information regarding the playgroup with regular newsletters, informative notice boards and daily opportunities to talk to their child's key worker. Staff systematically observe and assess all children to record development and progress and provide good information for written reports to parents. Parents do not have easy access to the document detailing policies and procedures for the running of the playgroup. All required records are well maintained and stored appropriately to ensure confidentiality is maintained.

What has improved since the last inspection?

At their last inspection the group were asked to ensure the premises were secure and that children could not leave unsupervised, and to develop and implement an action plan that sets out how the playgroup leader would achieve a level 3 childcare qualification.

Good progress has been made with these issues since the last inspection. The premises are now secure. The main door is locked from the inside during the playgroup session and alarms have been fitted to fire exits to alert staff if these doors are opened by a child. The playgroup leader is nearing completion of a training course to fulfil the requirement for all supervisors to hold a level 3 childcare qualification.

What is being done well?

- Staff provide a very warm welcome to children and their parents on arrival at playgroup. The premises are safe and secure.
- Staff are deployed effectively to supervise the children and ensure their safety. They show interest in the children as they engage them in conversation and offer continuous praise and encouragement for good behaviour, good manners, effort and achievement.
- The developmental needs of the children are well supported with a wide range of resources including play items that promote awareness of other cultures.
- The children are given a good range of healthy snacks.
- All records are well maintained and meet the requirements of registration.

What needs to be improved?

- the parental access to policies and procedures
- the policy statements for uncollected child, special needs and complaints
- management of children's behaviour, taking into account their age and stage of development.

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
11	Develop effective ways to manage children's behaviour, taking into account their age and stage of development.
12	Ensure parents can access policies and procedures information easily.
14	Further extend policy statements for uncollected child and special needs to clarify actions that would be taken, and add contact details for Ofsted to the complaints procedure.

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

How effective is the nursery education?

Children attending Woodmancote Playgroup are making generally good progress towards the early learning goals.

Teaching is generally good with well-planned and resourced topics. Main daily activities do not have clear learning objectives and are not introduced to the children in a way that encourages their participation. Assessment and observation are used systematically to inform future planning and support learning. Children form good relationships with the staff and each other. Some children show good concentration as they play with their chosen activity while other children are insufficiently challenged or stimulated and consequently do not settle to activities. This leads to distraction of others.

Children practise pre-reading and writing as they play. They write their names and make notes during role play as firemen and policemen. They count confidently and show an understanding of number concepts. Children's awareness of the wider world is effectively extended through opportunities to explore and observe nature. Children are not actively involved in daily routines. This limits the development of their independence. Large circle discussions do not allow for contribution by all children.

Leadership and management of the playgroup is generally good. There is close co-operation between the management committee and the playleader with clearly defined responsibilities. The staff work hard and show commitment to providing good quality pre-school education. Decision making does not fully involve contributions from all of the staff members. Staff take part in the appraisal system to determine ongoing training and personal development needs.

Partnership with parents is generally good. They are given detailed information about the playgroup topics and events. Parents are offered clear information on the Foundation Stage of learning to promote their understanding of their child's education but they are not encouraged to contribute to ongoing assessments.

What is being done well?

- Children are developing a good sense of community through involvement in village activities such as the carnival.
- Children are developing good pre-reading and writing skills through appropriate staff support and opportunities for them to practise the emerging skills as they play.
- Children count confidently and show good recognition of numerals.
- Staff plan and provide many opportunities for children to observe and explore nature. Artefacts and objects are brought into playgroup to allow close

observation, such as the dead log with resident insects, moss and peeling bark.

What needs to be improved?

- the clarity of learning objectives for, and introduction of focus activities to children
- the challenge and stimulation of some children to encourage them to participate fully in activities and behave appropriately
- the independence of the children through inclusion in daily routines
- the opportunities for all children to contribute to discussion.

What has improved since the last inspection?

Very good progress has been made since the last inspection. The playgroup were asked to extend the recording of children's attainment to show progress in the six areas of learning and to ensure continuity and progression. The group now systematically assess and observe children to monitor progress in the six areas of learning. Thorough written records are maintained and used to inform written reports to parents detailing their child's progress across the stepping stones towards the early learning goals. the records help the staff to track and support children's progress.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children settle well on arrival. They form good relationships with adults and other children. They are self-reliant in their personal care when using the toilet and washing hands but do not take an active part in snack time, daily tidying routines or managing their own coats. Boundaries of acceptable behaviour are not clearly defined for all children. Children are developing a good sense of themselves in the community through involvement with the village carnival and links to school.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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The children communicate well with the staff individually but have less opportunity to contribute news during whole group times. Children select books independently which they use correctly. They enjoy name-matching activities and can also recognise other children's names during circle time. They use initial sounds as clues to name identification. Children practise pre-writing and reading skills as they play, making notes and writing their names during role play as policemen and firemen.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Staff utilise opportunities well for the children to count. Children count confidently both individually and as a large group. They are beginning to recognise numerals and link the number to the correct number items or dots on a dice. Children recognise shape, position, size and quantity. They are questioned effectively by staff to extend their understanding of these concepts. Opportunities are missed for more able children to explore calculation as they play.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children explore, investigate and observe the world they live in with the village locality used effectively as a resource. Children have observed and investigated minibeasts living in a dead log, weather and seasons. They have studied the festivals of world countries to extend their understanding of other cultures. Children demonstrate an understanding of time and are able to recall events from the past such as topics, birthdays and outings. Children have limited access to technology.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children move confidently and competently around the setting avoiding toys and children as they go. Staff provide appropriate support to children when as they use a range of small equipment. Children cut, construct, roll and mould confidently during planned activities but have more limited independent access to tools at other times. There are daily opportunities for children to develop climbing skills with the local play park used to add further challenge for more able children.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children have access over time to a wide range of good staff-led and child-initiated creative opportunities including role-play scenarios such as the lighthouse, painting to music, collage, music with instruments and movement. Children do not have daily independent access to recycled materials to allow them to explore and create using their imagination. Children sing familiar songs and rhymes from memory and join in enthusiastically with new songs, matching actions to words.	

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

- ensure focus activities have clear learning objectives and are introduced to the children to encourage their participation and extension of their learning;
- ensure all children are sufficiently challenged and stimulated to encourage co-operative behaviour and so limit distraction to others;
- promote children's independence through further inclusion in daily routines;
- provide opportunities for all children to contribute at circle time discussions.

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.