



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 218119

DfES Number: 539869

INSPECTION DETAILS

Inspection Date 12/01/2004
Inspector Name Rosemary Linda Tomkins

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Clayton Playgroup
Setting Address The Bungalow, Seabridge School Grounds
Roe Lane
Newcastle
Staffordshire
ST5 3PJ

REGISTERED PROVIDER DETAILS

Name The Committee of Clayton Playgroup

ORGANISATION DETAILS

Name Clayton Playgroup
Address The Bungalow
Seabridge School Grounds
Roe Lane
Newcastle-Under-Lyme
ST5 3PJ

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

Clayton Playgroup opened 1991. It operates from a single storey building in the grounds of Seabridge Infant School, Newcastle-under-Lyme. The playgroup serves the local and wider Newcastle-under-Lyme area.

There are currently 36 children from two and a half years to 3 years on roll. This includes 14 funded 3 year olds. Children attend for a variety of sessions. The group currently supports a number of children with special needs and who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 09:00 until 11:30 every morning and from 12:40 until 15:10 on Monday, Wednesday and Thursday.

Six full and part time staff work with the children. Over three quarters of the staff hold early years qualifications to NVQ level 2 and 3. One staff member is currently working towards a level 3 qualification. The playgroup receives support from a teacher/mentor from the Early Years Development and Childcare Partnership and from a Special Educational Needs Co-Coordinator. They have recently gained accreditation with the Pre-school Learning Alliance .

How good is the Day Care?

Clayton Pre-School Playgroup provides good quality care for children.

Staff give high priority to ensuring children are safe both inside and outside the nursery. They largely carry out the procedures outlined in the comprehensive safety policies.

Staff ensure that the available space is well organised and planned. They provide a warm and welcoming environment. Children with special needs or language requirements are fully included in activities.

There are effective procedures in place to ensure staff have a consistent approach to their work, such as induction training, staff meetings and training plans. Staff encourage the children to select their own activities.

Children in the group are provided with an interesting range of activities. Children are developing and progressing. Children are happy and settled and have good relationships with each other and the staff team.

Staff are aware of children's individual needs and frequently ensure children receive individual attention, encouragement and praise. Most documentation is in place and most relevant policies and procedures are implemented.

Children are well behaved in the group. They respond well to requests to help clear away activities and take pride in replacing toys into storage areas.

There is a good relationship with parents and carers. Parents are provided with detailed written information on the activities and progress of their children. The parents support fund-raising activities and help to maintain the building.

What has improved since the last inspection?

At the last Inspection the manager agreed to ensure that any person who had not been vetted was never left alone with children. The policy and procedures for the parent's rota has now been amended to inform the parents and staff that the parents or any other non-vetted person must never be alone with the children.

What is being done well?

- The level of qualification held is good. Over three quarters of the staff hold level 2 or 3 qualifications. Other staff are undertaking training to ensure they exceed the requirements for qualifications.
- The children have opportunities to use a wide range of toys and activities, which enable the children to develop. They have good opportunities to make decisions, explore and investigate.
- Children have good access to the toys and equipment. The toys are stored at a low level, and children are aware that they can ask for items that are not out.
- The staff give high priority to meeting the individual needs of the children, discussing all aspects of care and the needs of the children with parents on a regular basis.

What needs to be improved?

- the arrangements for protecting children from electrical sockets.
- the arrangements for obtaining written parental permission for emergency medical treatment.

- the recording of times and arrival of all children in the daily attendance record.

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	Ensure that the low level electrical sockets in the pre-school room are inaccessible to children.
7	Ensure that written parental permission is obtained for emergency medical treatment.
14	Ensure the daily attendance record includes the times of arrival and departure of all children.

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

How effective is the nursery education?

Clayton Pre-School Playgroup offers good provision which helps children to make generally good progress towards the early learning goals. They make very good progress in communication, language and literacy, knowledge and understanding of the world and mathematics.

Teaching is generally good. The key strengths in children's communication, knowledge of the world and mathematics skills are due to the skilful interactions of the staff in engaging children in conversations, fostering self esteem and gentle encouragement. Staff's sound knowledge of the foundation stage enables them to plan an interesting range of practical activities. Children who speak English as a second language are fully supported and included.

All children are constantly encouraged to express their ideas and thoughts verbally. However, there is less challenge in developing personal children's independence at snack time and storing of their personal belongings. Large group sessions for music and movement do not always encourage the younger less able children.

The assessment of children's learning is good. It matches the stepping stones and informs the termly plans. Children behave well in response to high expectations and sensitive support of the staff. The nursery has a good range of equipment to cover all areas of learning. Children enjoy free access for self-selection of activities.

Leadership and management is very good. The success of the setting is due to strong leadership and a well structured management system. These ensure a shared understanding of good early years practice and a commitment to ongoing staff development.

The partnership with parents is very good and contributes towards the early learning goals through their active involvement in the group. However, parents do not always read the information on their children's progress.

What is being done well?

- Children's communication language and literacy skills are very good. Children speak clearly and fluently as a result of the staff's consistent interest and engagement in their play and conversations.
- Children's development in mathematics is very good. Children use mathematical ideas and the computer and programmable toys well.
- Staff work well as a team to provide an interesting range of activities, good role models and a harmonious learning environment.
- Strong team work and organisation provides a shared ethos of good early years principles.

- The management structure ensure continual improvement through a commitment to staff development.

What needs to be improved?

- the organisation of snack time and location of coat hooks
- the organisation of the group sizes in music and movement
- the arrangements for ensuring parents are aware of written information on the progress of their children.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

All children are confident, interested and motivated to learn. They willingly suggest ideas and speak in a familiar group. The children work well as a team. Children behave well and have good relationships with staff and each other. Children show a level of independence when selecting resources, but are not developing all round personal independence due to the organisation of snack time and positioning of coat hooks.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children interact, listen and readily respond to each other and staff. Older children use descriptive language to express feelings, whilst younger children discuss elements of information in books. Children are beginning to identify words on labels and resources. Children are learning to use books for pleasure and make marks on paper.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are able to count up to 10 and beyond. They use appropriate language to compare numbers. Children use the computer and programmable toys with confidence. Children use language to compare size and shape and progress through rhymes and songs using mathematical ideas.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children use all senses to explore. They build and construct a range of objects and use natural materials. All children use information and resources to support their learning. Children are able to discuss their environment and have knowledge of the natural world. They are increasing their knowledge of their own culture and beliefs of other people.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move confidently with control and co-ordination. They all have a sense of space and are aware of themselves and each other. The children enjoy music and movement, but the younger children are not progressing during large group sessions. Children are beginning to handle tools and materials with increasing control.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children excitedly explore different shapes, textures and form. They are expressive and responsive whilst enjoying music. All children are able to sing songs from memory and readily respond to rhythm and movement. Children play well imaginatively and they organise their own games.

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

- Evaluate and improve the arrangements at snack time and location of the coat hooks to enable children to make progress with their personal independence.
- Evaluate and improve the organisation of the music and movements activities to ensure the younger less able children can progress and develop.
- Ensure that parents are aware and have easy access to the written records on the progress of their 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.