



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 110733

DfES Number: 595400

INSPECTION DETAILS

Inspection Date 29/09/2004
Inspector Name Joanne Graham

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Pangbourne Valley Playgroup
Setting Address Pangbourne Primary School
Kennedy Drive, Pangbourne
Reading
Berkshire
RG8 7LB

REGISTERED PROVIDER DETAILS

Name The Committee of Pangbourne Valley Playgroup

ORGANISATION DETAILS

Name Pangbourne Valley Playgroup
Address Pangbourne Primary School
Kennedy Drive, Pangbourne
Reading
Berkshire
RG8 7LB

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

Pangbourne Valley Playgroup opened in 1998 from its current premises. It is situated within the grounds of Pangbourne Primary School.

There are currently 36 children on roll. This includes 6 nursery education funded three-year olds. The playgroup opens Monday to Friday from 09.15 to 11.45 and Mondays, Wednesdays and Fridays from 12.45 to 15.15. There is a lunch club offered Mondays, Wednesdays and Fridays from 11.30 to 12.45. The group is open term time only.

There are a total of six staff working within the group. Three hold an early years qualification and one is working towards a suitable childcare qualification. The group receives regular support from the local authority.

How good is the Day Care?

Pangbourne Valley Playgroup provides a good quality care for children. The staff work well as a team and all are aware of their roles and duties. They work directly with the children ensuring their needs are met. Good vetting procedures are in place. There is sufficient space for the children to move freely and play comfortably inside and outdoors. The toys, equipment and materials are used to provide a balanced range of activities for all the children to access. The toys are stored to develop the children's independence when selecting their chosen activity. Most documentation is in place, although some lack necessary detail.

The staff monitor access to the provision to ensure the children are kept safe. They carry out daily health and safety checks and these are recorded. Staff actively promote good health and hygiene practices and this is reinforced through the daily routine. Snacks provided are varied and healthy. Individual dietary needs are considered when planning snacks. Staff have a satisfactory knowledge of child protection. There is no named person with a clear role appointed to develop staff's knowledge of child protection issues.

The children engage in the exciting range of activities. They are interested in these and enjoy their learning. Staff support this well through effective questioning. Some children do not have developmental records and individual planning is therefore not being sufficiently met. The children are aware of the boundaries and their behaviour is good and well managed. Children's individual needs are valued and they are treated with equal concern.

The parents are kept informed about the provision and their child's progress through daily verbal exchanges, newsletters and the notice boards. Not all parents are aware of how to access their child's developmental records and some have no records to access.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Staff provide a varied and stimulating range of activities which help children make progress in all areas of learning. Children persist at tasks and opportunities to develop their creative and imaginative skills are plentiful.
- The environment is warm and welcoming. The children's work is displayed attractively and there is sufficient space for them to move to their chosen activity.
- The behaviour is good. The children have clear boundaries and these are consistently managed by staff. The children share and take turns well, especially when playing games and waiting for snacks.
- Staff are deployed effectively to ensure the children are kept safe inside and outdoors. The premises are kept secure and staff monitor the children's arrival and collection well. Fire drills are practiced and reinforced regularly.

What needs to be improved?

- methods to ensure developmental records are kept for all children
- systems to ensure confidentiality is maintained when recording medication administered and parental signatures are obtained
- the role for a named person for child protection and system to ensure all staff know what to do in the event of an allegation is made against them.

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
7	Ensure medication administered is recorded accurately and parents sign this.
13	Develop the role and responsibilities for the named child protection person and ensure staff are aware of what to do in the case of an allegation of abuse made against them.

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

How effective is the nursery education?

Pangbourne Valley Playgroup provides good quality nursery education overall which enables children to make generally good progress towards the early learning goals. Children make very good progress in all areas, except mathematical development.

Teaching is generally good. The staff have a generally good knowledge of the foundation stage. They support, extend and develop the children's learning well. They provide a fun learning environment developing the children's predictive and curiosity skills effectively. Independence is encouraged and the children benefit from being able to self-select activities. Preparation of activities is very good and they are well resourced and varied. Opportunities for children to solve number problems are limited. Staff have a clear understanding of their roles and responsibilities. The current assessment records are maintained by the child's key worker; staff have sufficient time to complete these. Future plans do not consider all the children's individual developmental needs fully. The children's behaviour is very good due to the high expectations and sensitive support of staff.

Leadership and management are generally good. The group are committed to improving the care and education provided and encourage staff training. Staff attend weekly meetings to plan, share skills and discuss the provision. Weaknesses are considered and then action is put into place to address these. However, not all weaknesses have been highlighted.

Partnership with parents is generally good. They are informed of the group's policies and activities with regular newsletters, the notice board and daily communication with the staff. This helps them to contribute to their child's learning. Parents do not have regular opportunities to access their child's developmental records and some children attending do not have records in this provision.

What is being done well?

- Children have an awareness of boundaries set and behavioural expectations of staff. They take turns, negotiate and share well, especially when playing dominoes. Children are confident to try new activities and are showing increasing independence, especially during snack time, pouring their choice of drink and spreading the bread with a topping.
- Children are confident to share their news. They listen well and have consideration for the speaker. Children show an interest in books and storytelling. Books are used effectively to reinforce themes and for enjoyment. The children handle them with care.
- Children explore and investigate the natural world. They enjoy going on bug hunts and competently handle the torches to see in the darkest areas. They

discuss and name some insects and like examining them closely through the bug glasses. Staff extend this learning opportunity well.

- The children use mark making implements, construction sets and malleable materials with increasing control. They understand that equipment and tools need to be used safely. They move confidently and participate enthusiastically with action rhyme games. They negotiate space and control movements with ease both inside and outdoors.
- Children have opportunities to express their ideas through role play and build and develop their imagination. The children have access to a good range of dressing up clothes and resources to aid their imaginative skills. The children pretend to cook dinner and make drinks for one another and then enjoy 'eating and drinking' their creations.

What needs to be improved?

- opportunities for children to solve mathematical problems and to compare groups of numbers
- information for parents to notify of the accessibility of their child's developmental records
- developmental records maintained for all children attending to ensure future planning includes children's individual learning needs.

What has improved since the last inspection?

Generally good progress has been made since the last inspection. The group provides an area where the children can develop their writing skills well. They have purchased new storage boxes, which allows the children to access pens and pencils more easily and re-situated the table to encourage better use. The staff monitor and support how the children use the area and provide suitable resources and equipment if required. The children can independently practice their writing skills for different purposes.

The group encourages parents to come in on the parent rota and their child's key worker ensures she is present to discuss the child's progress at home and at the playgroup. Not all parents are able or choose to do this, and staff ensure that they are available for verbal information sharing at the beginning and end of the day. This is continually changing to suit the parents' needs and wishes.

The group no longer has four-year olds attending, due to the local school's intake of younger children. They have made very limited progress with providing incidental and planned opportunities to develop the children's mathematical operations, pattern making and to solve mathematical problem. This continues to be a weakness for all the children.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

The children respond positively to staff and are forming good relationships with their peers. Children negotiate well with one other and have a clear understanding of right and wrong. Their confidence and independence is promoted through organisation of resources, daily routines, experiences and good staff support. Staff, with visits to local the library, helps to develop children's sense of community.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

The children develop an awareness that print carries meaning and the different purposes of writing throughout the session. They value and effectively use books and enjoy sharing stories with staff. The children are confident and engage easily in conversations with each other and in small groups. Many of the children can recognise their own name, when they self register and some are beginning write it.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

The children are able to recognise and name simple shapes, colours and numerals up to nine. Counting and simple subtraction is introduced with singing number rhymes and good visual prompts and reinforcements from staff. Opportunities to compare numbers and problem solve continues to be a weakness. They enjoy making symmetrical patterns for their butterfly paintings.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children show an interest in their surroundings. They ask questions about their observations and have the confidence to share past and present events in their lives. They are supported by staff who extend this further. Children enjoy learning about their own culture and beliefs and those of other people. They competently use everyday technology regularly. Children use a variety of construction equipment, tools and materials to cut, join and build, developing and practicing a variety of skills.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are set challenges to develop their physical skills inside and outdoors. They climb on and off large equipment, balance on beams, follow actions to rhymes and push wheeled toys such as diggers in the sand. Staff support and encourage new skills, such as helping children jump and land safely. Children handle and control small objects safely and with increasing control. For example scissors, tools for the dough, torches, pencils and paintbrushes.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children participate in songs and rhymes eagerly and develop their imaginative skills through free expression in role play. They access a wide range of art and craft activities, developing their creative skills, especially sticking, painting and drawing. Their artistic creations are valued and displayed attractively. Children enjoy music and opportunities to explore sound. Jo Jingles holds music and movement sessions regularly at the group, where the children can match movement to music.

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

- create opportunities for children to solve mathematical problems and to compare groups of numbers
- improve information to ensure parents are notified of the accessibility of their child's developmental records
- ensure developmental records are maintained for all children attending to allow children's individual learning needs to be recognised when making future plans.

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.