



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 218104

DfES Number: 522331

INSPECTION DETAILS

Inspection Date	28/09/2004
Inspector Name	Valerie Thomas

SETTING DETAILS

Day Care Type	Out of School Day Care, Sessional Day Care
Setting Name	Brown Edge Playgroup
Setting Address	Sandy Lane Youth & Community Centre Sandy Lane, Brown Edge Stoke-on-Trent Staffordshire ST6 8QJ

REGISTERED PROVIDER DETAILS

Name	The Committee of Brown Edge Playgroup
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ORGANISATION DETAILS

Name	Brown Edge Playgroup
Address	18 Greenfield Avenue Brown Edge Stoke-on-Trent Staffordshire ST6 8SE

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

Brown Edge Pre-school Playgroup opened in 1976 and extends to provide a holiday club during school holidays. Both settings operate from the hall and a small room within Sandy Lane Youth and Community Centre. The playgroup session also operates from St Anne's Primary School each Monday morning. The playgroup and holiday club serve the local area.

There are currently 28 children from 2 to 5 years on roll at the playgroup. This includes 13 funded 3-year-olds. There are 30 children from 3 to 8 years on roll at the holiday club. Children attend for a variety of sessions.

The playgroup opens five days a week during school term time. Sessions last from 09.00 until 11.30 on Mondays, and 09.30 until 12.30 Tuesday to Friday. The holiday club opens on Tuesdays and Thursdays between 09.30 until 12.30.

There is one full time staff and seven part time staff who work with the children. Three-quarters of the staff have early years qualifications to NVQ level 2 or 3. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Brown Edge Pre-school Playgroup and Holiday Club provides satisfactory care for children. The setting also operates its playgroup provision, each Monday morning at St. Anne's Primary School.

Staff are experienced and show a strong commitment to training. Most requirements for documentation are met, however attendance records are not always accurate. The setting has not informed Ofsted of committee changes or implemented vetting procedures for them. The premises are appropriately maintained and offer a welcoming environment for parents and children.

There are detailed safety policies giving clear guidelines to staff. Security is good

and staff monitor access to the group at all times. Risk assessments are completed and daily safety checks are made. However, the outside area is currently having maintenance work completed and some areas indoors are a hazard to children. Staff implement good health and hygiene procedures which help reduce the spread of infection. Staff work in partnership with parents to meet children's dietary and individual needs well. They implement child protection procedures which are fully understood, although they do not fully inform parents.

Staff plan a varied range of interesting activities for children in both facilities. There is a good range of toys and equipment to help children progress in all areas and resources are available to raise children's awareness of different cultures and disability. Staff constantly talk to the children, encouraging them to play and learn through activities. Most staff handle behaviour appropriately, although this is not always consistent. There is an appropriate support system in place for children with special needs.

There is a positive partnership with parents and carers. Parents have some information on how the setting operates through newsletters, information booklet and discussion. However, they are not fully informed of relevant policies and their child's progress records.

What has improved since the last inspection?

Not applicable, as there were no actions raised at the last inspection.

What is being done well?

- The interaction between staff and children is positive. Staff spend lots of time joining in with children's play and conversations. They ask lots of questions and respond well to children's interests. Children are confident and engage easily in conversations.
- A commitment is shown by staff to training. Most have attended child protection and staff regularly attend 'cluster group' meetings to develop their knowledge of the Foundation Stage. This enables staff to plan and provide a varied range of activities for children.
- There is a wide range of toys and equipment to help children progress in all areas. The range of balancing equipment is well-utilised and children thoroughly enjoy and are confident when walking across the stepping stones and beams.
- Arrangements for food and drink are good. Staff work in partnership with parents to provide nutritional and healthy snacks for children. All dietary needs are discussed and recorded and staff demonstrate that they are fully aware of children's needs.

What needs to be improved?

- the procedures for notifying Ofsted of changes in the committee and vetting procedures
- the suitability of the outside area and the safety issues relating to partitions used in the room and the doors on the toilet cubicles
- management of behaviour so that it is consistent and the implementation of a system to record physical intervention
- the procedures for sharing progress records and the child protection, equal opportunities and complaints policies with parents
- the accuracy of the attendance records for staff and children, to ensure they are always completed.

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
1	Notify Ofsted of all changes in committee and complete vetting procedures.	29/10/2004
6	Provide an action plan to show how and when the outside area will be suitable for children's use. Ensure that equipment used to partition areas within the room is safe and that locks on toilet doors do not pose a hazard to children.	29/10/2004
11	Ensure all staff manage behaviour consistently and that there is a system in place to record incidents of physical intervention.	29/10/2004
14	Ensure that records of attendance for staff and children are accurately recorded.	29/09/2004
14	Inform Ofsted in writing of operation at St Anne's Primary School. Show how Standards 4 and 6 are met.	29/09/2004

The Registered Person should have regard to the following recommendations by the time of the next inspection	
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Std	Recommendation
12	Develop the partnerships with parents to ensure that relevant policies are shared with them and that all parents are made aware of their child's development records.

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

How effective is the nursery education?

Brown Edge Playgroup offers good quality provision overall which helps children to make generally good progress towards the early learning goals. They make very good progress in creative development and knowledge and understanding of the world.

Teaching is generally good. Staff have a sound knowledge of the foundation stage. They plan an interesting range of practical activities which helps children to learn, although they are not clearly linked to the stepping stones and evaluations do not always reflect children's learning. Most staff work hard to manage behaviour, although this is not always consistent. Activities are well-managed and staff engage in children's play and conversations, although organisation of group times can limit children's concentration and can result in inappropriate behaviour. There is a good range of equipment to support children's learning in all areas, although it is not fully utilised to develop all areas of physical development and literacy.

Staff use assessment records to identify the progress children are making, however they do not link clearly to the early learning goals. Although there are currently no children with special educational needs attending, there is a suitable system in place to provide appropriate support. The challenges set for children are generally good. However, they do not always challenge children in areas of maths.

Leadership and management is generally good. There are clear aims in place and the group are committed to making improvements with good links with the local school. Regular evaluation of practice takes place through appraisals, monitoring and staff and committee meetings. However there are some areas of weakness in the educational programme that have not been identified.

The partnership with parents is generally good. Procedures to involve parents in their child's learning are good and staff encourage parents to identify the stage of learning their children are at on entry.

What is being done well?

- The staff build positive relationships with children. They constantly engage in their play and conversations and provide good questioning to extend their learning.
- Activities and routines of the day are linked in well to the topic. Children develop a good understanding of colour as they play with green dough, green water and paint and handle green leaves. Daily circle time also encourages lots of talk about the theme. Children demonstrate well that they know a varied range of colours.
- Good links are made with the local school. Children visit each week and

become involved in the school routines and activities. This helps to make the transition from playgroup to school easier and parents value this link.

- Support for children to develop their understanding of numbers, colour and shape is effective. Children are able to name the basic shapes and a wide range of colours confidently. They count easily up to 7, matching number to object.
- There are good opportunities for children to develop their understanding of the world they live in. They regularly visit local places such as the post office and supermarket and have visits from people who help us.

What needs to be improved?

- the planning and assessment systems to link more clearly to the stepping stones and to identify what children have learned and use this to inform future planning
- the organisation of group times to enable children to concentrate and maintain their interest and to respond and behave appropriately
- the opportunities for children to use climbing equipment and ride bikes and for them to develop an interest in books
- the use of routines and activities to introduce the more-able children to aspects of addition and subtraction.

What has improved since the last inspection?

The playgroup has made generally good progress since the last inspection. The staff have introduced effective measures to extend practical activities for the more-able children, develop their knowledge and understanding of the world and children's literacy and physical skills. However, they do not sufficiently challenge the more-able children in one area of mathematics and therefore this will remain a key issue.

Staff have introduced sessions for the funded children where they receive good one to one support to extend their learning. Children respond well to this and are able to demonstrate what they know. Additional equipment has been purchased particularly for mathematical development. Staff have set up links with the local school whereby all funded three-year-olds attend. These sessions are used to develop children's literacy skills, recognising and writing their name and older children are encouraged to label their own pictures on a daily basis. Staff introduce simple addition and subtraction to children when singing rhymes, however, routines and activities are not used to develop this area.

Improvements made to the programme for knowledge and understanding of the world have been good. Regular opportunities are now provided for children to design and make objects such as post boxes and wasps and have construction equipment to build with on a daily basis. Children know how to operate programmable toys and daily opportunities are provided for children to explore how things work. Children are confident and use equipment well.

Physical play sessions have now been introduced and good direction from staff help children to develop new skills such as balancing, dancing with streamers and using bats and balls. These take place on a daily basis and children also take part in a physical education class at the local school. As a result children move confidently and safely. However, children do not regularly develop skills for climbing and riding bikes.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are confident, work well independently and most show good levels of concentration during activities, although at group times this is not always evident. Relationships with their peers and adults are positive most of the time. However they do not always behave appropriately. Children share their experiences with each other and details are shared about their adventures with 'Bernie the Bear.' They cooperate well as they help each other to tidy away. Children manage their self care well.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children are confident and fluent speakers. They engage easily in conversations and confidently express their needs and speak out in a familiar group. Opportunities for children to express their thinking are good. Most children recognise their name at registration time and some can name certain letters of the alphabet. Older children are able to label their own pictures and sessions are held for children to practise their writing skills. Although books are available they are not often used.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children use and understand numbers for counting well. They count up to 7 confidently and match number to object, counting the groups of apples and pears. They handle and recognise numbers up to 10 well when pegging the number card on the line. Children demonstrate well that they understand shape and size well. They are able to match and name many shapes when completing puzzles. They do not often develop their problem solving skills during practical activities and routines.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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There are good opportunities for children to learn about the world. They visit local places and have visits from the police and fire brigade. Children have good opportunities to learn about different cultures through celebration of festivals, tasting food from other countries and learning new words from different languages. They often learn about the features of living things, looking at minibeasts and collecting leaves and nature items. They have daily opportunities to explore how things work.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children move confidently and safely. They run, jump, skip and hop well when taking part in the physical play sessions. They move and copy actions with confidence when dancing around with the streamers and ribbons. Children balance well when walking along the beams and stepping stones and use the varied equipment well. Children use one handed tools competently. They paint, chalk and glue with good control. They do not develop climbing skills or ride bikes regularly.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children express their ideas freely and develop their imagination through a range of activities such as role-play, painting and singing. Varied role-play is provided each day and children enjoy visiting the garden centre taking pets for a walk. There are good opportunities for children to learn about colour and texture. Children are able to say whether the soil is hot or cold and smooth or rough. They have texture cards to feel and use various media for their collage pictures.

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 planning and assessment so that it clearly links to the stepping stones and shows the progress children are making towards the early learning goals. Ensure evaluations of activities show whether the learning intention has been achieved and use this to inform future planning
- improve organisation of group times to ensure children respond and behave appropriately and allow them to develop their concentration and maintain their interest
- increase opportunities for children to develop all of their physical skills and encourage children to use and enjoy books
- plan more effectively to use routines and activities to develop the more-able children's problem solving skills.

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.