



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 311300

DfES Number: 535379

INSPECTION DETAILS

Inspection Date	14/03/2005
Inspector Name	Paula Fretwell

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Newsome Pre-School Playgroup
Setting Address	St. John's Church Hall, Newsome Road South Newsome Huddersfield West Yorkshire HD4 6JJ

REGISTERED PROVIDER DETAILS

Name	The Committee of Newsome Pre-School Playgroup 1038685
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ORGANISATION DETAILS

Name	Newsome Pre-School Playgroup
Address	St John's Church Hall Newsome Road South Huddersfield West Yorkshire HD4 6JJ

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

Newsome Pre-School Playgroup is a sessional day care setting which has been running for forty years and is located in a church hall in Newsome near Huddersfield.

The facility has a main playroom with adjacent toilet facilities. Care is provided from 08:45 to 11:15 on Monday, Tuesday, Thursday and Friday in term time.

There are four funded three-year olds on roll. The pre-school supports children who speak English as an additional language and children with special educational needs. The pre-school is managed by a committee of parents and there are six members of staff who work with the children. Most staff are working towards early years qualifications.

The setting receives regular support from the local authority.

How good is the Day Care?

Newsome Pre-School Playgroup provides satisfactory care for children in a friendly environment. Space is organised to provide children with a range of activities set out by staff, and there is a good range of safe and suitable toys and equipment, with basic nappy changing facilities on the premises. Staff are motivated and work well together to meet the needs of the children. Documentation is in place, and stored confidentially.

Children are encouraged to be aware of safety and hygiene within the routine of the session, and staff encourage this through discussion. A good variety of snacks are provided in appropriate quantities, staff are aware of children's dietary needs and children access their own drinks at any time. All children are welcomed and included in the activities and have equal access to the resources and facilities available. Staff have a basic awareness of child protection and training is planned, although the policy does not reflect the local ACPC procedures.

Children enjoy a wide range of activities and can freely choose from what is offered.

Staff offer a basic routine, support children well and respond appropriately to their individual needs; there are good levels of interaction and conversation. Children's behaviour is managed in a positive way with plenty of praise and encouragement given consistently.

Partnership with parents is positive and professional, with information shared daily. There is no system for sharing children's progress although parents are encouraged to share what they know about their child, and they are happy with the service provided.

What has improved since the last inspection?

The last inspection highlighted some areas to address, most of which have been completed. Staff continue to work towards recognised qualifications and this is ongoing. Staff files are on the premises, accident records are detailed and registers of attendance are up to date. All actions relating to children's safety are satisfactorily addressed. Children have access to their individual named sports bottles to enable them to have a drink during the session.

What is being done well?

- The staff team work well together to meet the children's needs. They communicate with each other and share important information about the children. Staff support individual children well and are aware of their particular needs; children are safe, happy, busy and well cared for.
- Children have access to regular drinks; snacks are varied and nutritious, and staff are aware of children's individual dietary needs and preferences.
- Children's behaviour is managed well, with positive praise given to promote children's self esteem. Expectations are clear and fair and children respond well to staff's encouragement for them to share toys, listen at story time and tidy away.

What needs to be improved?

- staff training, to ensure the qualification standard is met and to improve staff's knowledge of child protection issues
- facilities for nappy changing
- safety, in relation to the outdoor play area.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

Since April 2004 Ofsted has received one complaint relating to National Standard 7; concerns regarding mice infestation in the church hall and hygiene issues in relation

to handwashing after creative play. The provider carried out the investigation and staff are vigilant for evidence of mice, with rigorous cleaning procedures in place for toys and equipment. Staff ensure thorough handwashing and are considering the purchase of a mobile sink unit to further improve the practice. The provider remains qualified to provide day care.

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
2	Continue with the action plan that sets out how staff training and qualification requirements will be met.	14/03/2005

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
4	Consider how facilities for changing nappies can be improved.
13	Develop staff's knowledge and understanding of child protection issues and ensure that the child protection procedure for the playgroup complies with local Area Child Protection Committee (ACPC) procedures.

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

How effective is the nursery education?

Newsome Pre-School Playgroup offers good quality education and children are making generally good progress towards the early learning goals in all six areas of learning.

The quality of teaching is good overall. Staff are motivated and work very well together, and have good relationships with the children. Staff are not all aware of the early learning goals and do not have a secure knowledge of the stepping stones to children's learning. They provide a varied range of activities for children to reinforce and practice skills learned, although children are not always grouped well and opportunities are sometimes missed to build upon what they already know. Children behave very well in response to good role modelling and positive praise from staff. Children's achievements are recorded, although there is no system in place to share progress with parents.

Leadership and management is good overall. Staff are motivated and clear about their roles and responsibilities and the team is committed to improving the care and education provision. The setting receives regular support from the advisory teacher from the local authority.

Partnerships with parents is satisfactory. Parents receive written information about the setting and daily verbal information is exchanged with parents about their child. There is limited information given to parents about the curriculum and their children's progress towards the early learning goals.

What is being done well?

- Children are confident, eager and motivated. Their behaviour, manners and social skills are good, and relationships between children and staff are positive and secure. Staff interact well with children, they play alongside them and use good questioning skills to extend their thinking, vocabulary and imagination.
- Children enjoy books and stories, and experience a range of texts and print in the environment. They use talk well in real and imagined situations and vocabulary is developing well.
- Opportunities for children's creative development are good, with children having access to a range of different music and musical instruments. Children show increasing imagination skills in role play situations and in small world play.

What needs to be improved?

- staff's knowledge of the foundation stage and stepping stones to children's learning
- the opportunities for children to develop their counting skills in practical ways
- the recording of children's development, to illustrate their progress against the stepping stones
- the information given to parents about the early learning goals and their child's progress through the stepping stones.

What has improved since the last inspection?
not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children have good personal and social skills. They are confident and secure in their environment and approach activities with enthusiasm. Children are developing relationships with others and they interact well with adults and peers. Children show concern and consideration for others and behaviour is good. Children enjoy group activities, demonstrate skills in co-operation and turn-taking, and show increasing independence in carrying out most activities.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children's vocabulary is developing very well and they use talk to describe real and imaginary situations. They enjoy rhymes and stories and enthusiastically join in with repeated refrains, though more able children do not always experience sufficient challenge in group story time. Children handle books carefully and see a range of different texts. Some recognise their own name in print eg self registration and on named cups. They use tools for writing and ascribe meaning to marks made on paper.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children count confidently to five, and more able children can reliably count up to 10 in planned activities, although there are limited opportunities for them to practice their skills in everyday ways. They use number names and can recognise some numerals. Children begin to understand simple addition and subtraction through number rhymes and planned activities. They use good mathematical language to describe and compare shape, position and size when talking about everyday objects.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children are interested in why things happen and how things work, though this is not always extended for more able children; they explore using their senses. They enjoy using a range of tools and methods to join and build. They know how to use simple equipment in their play such as the tape player. They talk with confidence about themselves and their families, and have a developing sense of past and present. Their awareness of other cultures is developing through a range of planned activities.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children move confidently in different ways and have a developing sense of space when playing alongside others. Children show control when using a limited range of large apparatus for climbing, and have opportunities to practise with a range of small and large equipment. They demonstrate skills in using tools and equipment, and explore malleable materials in a range of ways. Children are developing an awareness of health, and talk about eating healthy foods, covering coughs.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children explore textures and colours, and work creatively to make collages, paintings and drawings. Children sing to themselves, both from their memory and imagination, and move imaginatively to music; they use musical instruments, but are not well supported in this. Children become engrossed in imaginary role play situations such as at the playing libraries, having tea. Children are aware of their senses and describe what they taste, see, hear, smell and feel.

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 staff's knowledge of the foundation stage and the stepping stones to children's learning.
- Develop children's mathematical skills within the everyday routine.
- Improve the system for recording children's development to show their progress in the six areas of learning.
- Improve information given to parents about the early learning goals and their child's progress through the stepping stones. Consider ways to include parents in their child's learning

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.