



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 133040

DfES Number: 522427

INSPECTION DETAILS

Inspection Date	08/12/2003
Inspector Name	Beryl Baggs

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Little Fidgets Playgroup
Setting Address	The Memorial Hall Farrington Gurney Bristol BS39 6TY

REGISTERED PROVIDER DETAILS

Name	The Committee of Little Fidgets Playgroup
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ORGANISATION DETAILS

Name	Little Fidgets Playgroup
Address	The Memorial Hall Farrington Gurney Bristol Avon BS39 6TY

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

Little Fidgets Playgroup is located in the Memorial Hall in Farrington Gurney near Midsomer Norton, south of Bath. The playgroup is owned and managed by a committee of parents and is registered to care for up to 26 children aged two to five years. The playgroup serves the local area.

The playgroup uses the main hall, kitchen, and toilets. The playgroup is open 09:30 to 12:00 on Monday, Wednesday and Friday during term times only. There are 16 children on roll. Four 3-year-olds and two 4-year-olds receive nursery education grant.

There are three staff employed. The play leader is experienced and holds a level three childcare qualification. The playgroup is supported by the Early Years Development and Childcare Partnership.

How good is the Day Care?

Little Fidgets Playgroup provides satisfactory quality care for children. The play leader is experienced and holds a level three childcare qualification. The session is well planned, with staff well deployed to ensure children are involved in activities at all times. The bright and well lit hall, is divided to make play space feel secure and comfortable for children. There is a good varied range of attractive and challenging toys and play materials for the children. Children's and staff records are stored securely and accessibly in a locked cabinet on the premises. The playgroup is seeking a named deputy.

The playgroup is aware of hazards for children and keeps children safe. Staff work to prevent the spread of infection and inform parents when children are unwell. Children have a mid-morning snack and drink. Staff are aware of food allergies and dietary requirements. All children are encouraged to play with the materials set out in the session. Shy or unconfident children are supported to become involved. Staff are aware of and support the special needs of children, adapting practice to help children benefit from play. The play leader has good knowledge of when a child may

be at risk. Children wash their hands in a communal hand basin.

The playgroup provides a good range of interesting and attractive activities for the children to choose from during the session. Adults are involved in the play encouraging the children and developing their conversation. Staff use distraction techniques and explanation to help children behave well. There is a lack of positive images of gender role and disability in the play materials for the children.

Parents have good information about the pre-school and their child's progress. Written progress reports are shared with parents on a six monthly basis. Parents and staff share information about the child's activities daily before and after the session.

What has improved since the last inspection?

Public liability insurance has now been received and is displayed for parents to see. Tables and chairs stored in the hall are stacked in safe numbers so that they are not a hazard for children. Although still seeking a qualified deputy, one staff member is working towards a child care qualification and the other plans to join an introductory course when available. A risk assessment has been carried out on the premises and hazards have been minimised.

What is being done well?

- The playgroup provides a good range of interesting and attractive activities for the children to choose from during the session. Adults are involved in play encouraging the children and developing their conversation.
- The playgroup is aware of hazards for children and keeps children safe.
- The sessions runs smoothly, ensuring that children are involved in activities while equipment is moved around.
- Staff are enthusiastic about training and learning about early years care and education.

What needs to be improved?

- the positive images of disability and gender roles in the play materials for the children
- hygiene practices regarding hand washing
- the staff qualification level.

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
2	Continue to seek qualified deputy playleader.
7	Ensure good hygiene practices are in place regarding hand washing.
9	Extend the positive images of disability and gender roles in the play materials for the children.

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

How effective is the nursery education?

Children are making generally good progress towards the early learning goals. They are confident and eager to learn, talk well and are beginning to build friendships. They enjoy stories, have good opportunities to learn phonics, and to recognise and write their names. Children explore the world around them and use tools and materials with growing skill and success. They use their imagination in role play and using small world toys. There are limited opportunities for free art and large physical play.

The teaching of the children is generally good. Planning of the curriculum includes reference to the early learning goals and a separate monitoring sheet ensures all aspects of the stepping stones are covered. Activity plans include how to extend the activity for the more able child, staff deployment and resources required. The session runs well so children are involved and behave well. Staff did not identify some words in the home language of a child who had English as a second language.

Leadership and management is generally good. Staff meetings are held to share ideas for future activities. The observations and assessments of children are used to guide the planning. The playgroup has a generally good idea of what it does well, but did not recognise the limited physical and free creative play opportunities for children. Evaluations of the activities are not formally recorded for future reference.

Partnership with parents is generally good. An informative notice board gives parents information about the playgroup. Parents receive topic sheets and how to extend this learning at home. They are encouraged to share what they know about their children and have opportunities to add comments to the progress records maintained by the playgroup. Parents are confident to stay and play at the beginning of sessions and are welcomed as helpers in addition to the staff ratios. Parents do not have information about what children learn from play.

What is being done well?

- Children are confident and eager to learn. They talk confidently to adults and other children. They express their needs and can be assertive. They are building friendships and trust adults when feeling insecure. They share and take turns. They have opportunities for self care, for example, when handing around biscuits at snack time. There are plans to extend this to include pouring drinks.
- Children talk well to each other and adults. They enjoy stories and listen attentively. There are many opportunities for children to link sounds to letters and children are particularly skilled in recognising phonic sounds. They understand that print has meaning and enjoy reading and sharing books. There are activities to practise writing their names both formally and also to

label their work. Some children can write their name clearly.

- Children have opportunities to investigate a variety of materials and observe the world around them. They have looked at minibeasts, ice and water, and the effect of wind. They design and build with a variety of construction toys, and experience using a remote controlled car. Children are developing a sense of time and place learning about their local community and beliefs of others.
- Children count well in circle time and individually. They have opportunities to match numerals to counting and use numbers in practical ways for example in dice games and the Advent calendar. They have a good understanding of shape and size, using shape in play and craft work.
- An informative notice board gives parents information about the playgroup. Parents receive topic sheets with information and how to extend this learning at home. They are encouraged to share what they know about their children and have opportunities to add their comments to the progress records maintained by the playgroup. Parents are confident to stay and play at the beginning of sessions and are welcomed as helpers in addition to the staff.

What needs to be improved?

- The inclusion of large physical play on a more frequent basis to give children regular practice in climbing, pedalling and jumping.
- Children's creativity by ensuring sufficient accessories in the role play area and opportunities for using art materials freely to produce their own designs.
- Information to parents about what children learn from play and how to extend that learning at home.
- The effectiveness of monitoring and evaluating activities by sharing views and recording comments on activity sheets.

What has improved since the last inspection?

Very good progress has been made since the last inspection. More time has been provided in the curriculum for counting and to begin to develop an understanding of one more and one less. The planning includes reference to the early learning goals and stepping stones ensuring that all aspects of learning are included. Children have opportunities to explore why things work as they do e.g. ice melting. children are encouraged to write for themselves in role play and to label their own work.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are confident and eager to learn. They talk confidently to adults and other children. They express their needs and can be assertive. They are building friendships and trust adults when feeling insecure. They share and take turns. They have opportunities for self care, for example, handing around biscuits at snack time. There are plans to extend this to include pouring drinks.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children talk well to each other and adults. They enjoy stories and listen attentively. There are many opportunities for children to link sounds to letters and children are particularly skilled in recognising phonic sounds. They understand that print has meaning and enjoy reading and sharing books. There are activities to practise writing their names both formally and also to label their work. Some children can write their name clearly.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children count well in circle time and individually. They have opportunities to match numerals to counting and use numbers in practical ways for example in dice games and the Advent calendar. They are learning how to add one more and compare numbers of items. They have a good understanding of shape and size, using shape in play and craft work.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children have opportunities to investigate a variety of materials and observe the world around them. They have looked at minibeasts, ice and water, and the effect of wind. They design and build with a variety of construction toys, and experience using a remote controlled car. Children are developing a sense of time and place learning about their local community and beliefs of others.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children move well with good sense of space. There are opportunities for learning about healthy living and eating. Children use a good range of materials, tools and equipment with increasing skill and success. Pencil and chalk control can be skilful. Play on large physical equipment was not seen during the inspection.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children use a wide range of materials to build with construction and use art materials for structured activities. Children explore music and how to make sounds. they use their imagination in role play and small world play. They show delight and pride in their achievements and respond to things they like or dislike. Opportunities were not observed for free use of art materials for self expression. Additional resources would allow children more opportunity to use imagination in role play.	

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

- extend the inclusion of large physical play on a more frequent basis to give children regular practice in climbing, pedalling and jumping
- extend children's creativity by ensuring sufficient accessories in the role play area and opportunities for using art materials freely to produce their own designs
- provide information to parents about what children learn from play and how to extend that learning at home
- improve the effectiveness of monitoring and evaluating activities by sharing views and recording comments on activity sheets.

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.