



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 144297

DfES Number: 512763

INSPECTION DETAILS

Inspection Date 17/06/2003
Inspector Name Samantha Powis

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Mundeford Wood Playgroup
Setting Address Mundeford Wood Community Centre
Pipers Drive
Christchurch
Dorset
BH23 4TR

REGISTERED PROVIDER DETAILS

Name The Committee of Mundeford Wood Playgroup

ORGANISATION DETAILS

Name Mundeford Wood Playgroup
Address Pipers Drive
Christchurch
Dorset
BH23 4TR

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

Mudeford Wood Playgroup operates from the community centre situated within the community of Mudeford, close to Christchurch and Highcliffe. The community centre premises are a multi use facility, but rooms used by the playgroup are for their sole use during opening hours. The group operates from 2 of the community centre rooms, and can accommodate up to 25 children in the larger room, and up to 15 in the smaller room. The smaller room is used specifically for children approaching statutory school age, and opens two sessions each week during the spring and summer term. The larger room accommodates children aged 2 yrs to 5 years, and opens every weekday morning, and several afternoon sessions.

Children attend from the local community, and the group feeds into several different first schools, staff have developed links with teaching staff, to aid transition from playgroup to school.

The group is committee run, with committee members involved in staff recruitment, policy and supporting with fund raising. There are nine staff in total including the supervisor who is qualified to NVQ 3 level, and is experienced in her role. There is a deputy in place who is currently completing NVQ level 3 in childcare. Four staff members have or are working towards NVQ level 2 in childcare.

The group currently have 76 children on the register, attending different sessions during the week. Of these children 34 three year olds and 27 four year olds are in receipt of nursery funding. The group are currently supporting a child with special educational needs, and are able to support children who have English as an additional language. They receive support from the Early Years Advisory teachers and the Early Years Development and childcare Partnership.

How good is the Day Care?

Mudeford Wood Playgroup provides good quality care for children aged two to five years. The operational plan ensures staff and parents are familiar with the aims of the group, and the procedures that are followed. There is a commitment to ongoing

training, which should be continued to ensure that adequate qualified staffing ratios are maintained. Most written documentation is accurate and in place.

Staff give high priority to ensuring children's safety both indoors and outdoors. Clear written policies are adhered to in practice, and risk assessments form part of the staffs' daily routines. The building is well maintained, and good displays of children's work helps to create a bright and welcoming environment for both children and parents. Very good support is offered to children with special needs and their families.

Children are involved in a good range of activities whilst attending the playgroup. Staff make good use of the areas available to them, to engage the children in activities to develop their all round abilities. Children have opportunities to develop their independence in most of the activities, but organisation of daily routines, such as snack time, could extend their independence further. Staff demonstrate a good understanding of the individual children's needs, and how children's learning can be encouraged.

Good relationships are established with parents to ensure the individual needs of each child are met. Parents are given opportunities to discuss their child's developmental progress with staff. Good information is given to parents about the playgroup, and through the availability of the operational plan, they gain a clear understanding as to the aims and policies of the group.

What has improved since the last inspection?

Mudeford Wood Playgroup have made good progress since the last inspection. At the previous inspection they agreed to produce an action plan demonstrating how minimum qualified staffing requirements would be met, develop an operational plan, carry out and record risk assessments, obtain consent from parents re seeking emergency medical attention and advice, and to maintain details of all committee members and volunteers.

They have been successful in implementing the action plan regarding qualified staff, and several staff are currently completing NVQ level 2 or 3. An excellent operational plan has been produced, and appears effective in contributing to the good organisation within the group. Risk Assessments are now completed and recorded appropriately. Consent is sought from parents enabling staff to seek emergency medical attention and advice for each child. Good information about committee members and their responsibilities forms part of the operational plan.

What is being done well?

- Excellent support is offered to children with special needs, including a supportive role for the families.
- Good relationships are established with parents, ensuring that good information is exchanged to meet to needs of each child, and keep parents informed about their child's progress.

- A comprehensive operational plan has been developed by all staff and committee, ensuring all have a good understanding of the aims and organisation of the playgroup.
- Staff have good relationships with children, and work well alongside children extending their thinking and understanding.
- There are comprehensive policies for all safety issues, which staff adhere to in practice. Staff give high priority to ensuring children's safety.

What needs to be improved?

- the procedures in place to ensure minimum qualified staffing ratios continue to be met;
- the procedures in place to ensure good hygiene practices are encouraged;
- the procedure for checking documentation held for each child is accurate and up to date, with particular ref to signed consents;
- the organisation of snack time to extend children's independence.

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 good hygiene practices are in place regarding hand washing
14	introduce a system of checking children's files, to ensure they contain all the necessary information.

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

How effective is the nursery education?

Mudeford Wood playgroup offers very good quality provision which helps children make good progress towards the early learning goals.

Teaching is very good. Staff have a sound knowledge of the foundation stage of learning and they plan interesting and appropriate activities to help children learn. However there are limited opportunities to encourage children's independence and use of mathematical calculation and comparison.

Staff encourage positive behaviour. Children understand and respond well to their consistent approach. Staff are clear about their roles, take collective responsibility for planning and relate well to the children and each other.

Leadership and management is very good. The management committee and staff are very clear about their respective roles and have a commitment to continual improvement and training.

Partnership with parents is very good. Parents are well informed about their child's progress through daily exchange of information and more formally at the end of the school year. They are encouraged to share in their children's learning by participating in some activities.

What is being done well?

- Children's personal, social and emotional development is very good. They are confident, well behaved and relate well to adults and to their peers
- Children demonstrate good book skills, can 'read' books by following text L to R with their fingers and telling the story. Some children can identify simple words in a familiar story book .
- Physical play opportunities are very good, encouraging children to have an awareness of their body and how it moves.
- Very good links are maintained with parents.
- Management committee and staff have a commitment to continual improvement and staff training.

What needs to be improved?

- organisation of planned activities to increase learning opportunities, in particular calculating and comparing number.
- structure of planning to identify what it is intended children will learn

What has improved since the last inspection?

The playgroup has made very good progress since the last inspection.

Opportunities are now given for children to talk about their experiences and record their findings by introducing activities about their own development, their local environment

and the natural world

Children are encouraged to be inquisitive about the world in which they live and are developing confidence in their use of technology

Children's oral communication and the opportunity to talk freely in small and large groups are actively encouraged and activities such as circle time introduced to encourage children to develop these skills.

Children use books regularly to 'tell' stories from books to themselves and others thereby increasing their book handling skills.

Equipment has been re-organised to ensure that it is clearly labelled and activities can be accessed by the children

Activities are planned to enable children make their own choice.

Additional sessions for rising school age children have been introduced to enable planning to take account of their stage of development more effectively

Staff ask open ended questions to encourage children to think things through for themselves

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children's progress in personal, social and emotional development is very good. They have a good relationship with their peers and staff. They are well behaved and work well together in large and small groups. They confidently contribute to discussions in groups and on a one to one basis.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's progress in communication, language and literacy is very good. Most children can link letters to sounds. They have good book skills, turning pages front to back and following print from left to right. They listen intently to stories and some children are able to tell their own by following the pictures, sometimes identifying the right words. Resources for hand writing are plentiful and children have good opportunities to use emergent writing and mark making in their role play.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children's progress in mathematics is very good. They can count confidently up to five and some children can count reliably up to ten and beyond. There are limited opportunities for children to compare and calculate. Numerals are used throughout the setting on wall displays and in resources such as cash registers and telephones and incorporated into practical and role play activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children's progress in knowledge and understanding of the world is very good. They learn about their own environment and culture and that of the wider world through practical activities and role play. Children learn about the natural world through topics and outings into the nearby natural open space. They have good access to a range of tools and materials to construct their own models and to a computer to begin to develop their skills in technology.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children's progress in physical development is very good. They have good opportunities to participate in physical activity indoors and outside which enables them to control and co-ordinate their bodies through climbing, balancing, running, jumping, hopping. Children confidently use a range of small tools for example scissors and knives to cut different materials There are pencils and paint brushes of different length and thickness to encourage good pencil control.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children's progress in creative development is very good. Resources provide children with good opportunities to make models and play creatively with a variety of modelling materials. They move confidently in time to music, listen carefully and use their imagination to interpret what they hear. Children's imaginative skills are developing and they unselfconsciously immerse themselves in role play. There are good opportunities to explore their senses through activities.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- increase learning opportunities in mathematics, in particular calculating and comparing number.
- consider how plans can identify what it is intended that children will learn from activities

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.