



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 100538

DfES Number: 516381

INSPECTION DETAILS

Inspection Date	12/01/2004
Inspector Name	Samantha Powis

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Winton Pre-School Playgroup
Setting Address	Winton Baptist Church 15 Cardigan Road Bournemouth Dorset BH9 1BG

REGISTERED PROVIDER DETAILS

Name	The Committee of Winton Pre School Playgroup
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ORGANISATION DETAILS

Name	Winton Pre School Playgroup
Address	Winton Baptist Church Cardigan Road Bournemouth Dorset BH9 1BG

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

Winton Pre-school Playgroup is based in the community building situated at the rear of Winton Baptist church, and opened over 30 years ago. Children attend from the local communities. The group opens on Monday, Tuesday, Thursday and Friday mornings from 09:00 to 12:00.

The multi-use building is used only by the pre-school during opening times, and offers children access to both indoor and outdoor play areas, with an entrance hall and toilet area. The main room can be divided if necessary to create two smaller rooms. There is a kitchen area leading off of the main hall, to which children have no access.

The Pre-school is registered to care for 20 children aged between two and five years of age. Six staff work directly with the children, with the joint supervisors being qualified to level three in childcare. Other staff either have, or are working towards level two qualifications. There are 26 children on roll, with 17 of these in receipt of funding for three year olds, and 4 in receipt of funding for four year olds. The group support children and families for whom English is an additional language, and who have special educational needs.

The Bournemouth Early Years and Childcare Partnership, and the Early Years Advisory Teachers support the group. The group take part in the Bournemouth Quality Assurance Scheme for early years providers.

How good is the Day Care?

Winton Pre-School Playgroup provides satisfactory care for children aged from two to under five years. The pre-school is welcoming to both adults and children, good use is made of resources and children's work to help create a bright and stimulating environment. The joint play leaders work well together to lead the team of staff. Staff are generally well qualified and have opportunities to develop their childcare skills and qualifications through further training.

Staff are mindful of children's safety, and there are effective procedures in place for maintaining security and recording children's attendance. Equipment allows children to engage in a broad range of activities, however, children will benefit from having more opportunity to select their own resources in some areas. There are effective procedures in place regarding children's health, including all staff being first aid training. The policy in place for child protection needs amending.

A key worker system is in place, and staff demonstrate a very good understanding of the children's individual needs and their abilities. Children are offered a broad range of experiences, but the organisation of some group activities does not meet the children's needs. Good assessment records are maintained to monitor each child's development to help staff plan the next step in their learning. Staffs management of children's behaviour is inconsistent, and children's behaviour reflects this inconsistency at times. Good support is offered to children with special educational needs.

Good relationships are established with parents. They are provided with detailed information about their child's progress, and have opportunities to meet regularly with their child's key worker. They have opportunities to see policies relating to the pre-school, but do not receive sufficient information about the procedure they should follow in the event of a complaint.

What has improved since the last inspection?

The group have made good progress since the last inspection. At this time they agreed to make the outdoor area and the toilet areas safe. To address these issues members of staff and the committee have erected new fencing and a shed in the outside area, to make the area secure, and to offer secure storage for outdoor play equipment. New flooring has been laid in the toilet area, which is safe to walk on and easy to keep clean. They were also asked to obtain and keep a written record of consents, which are now all in place as necessary.

What is being done well?

- The partnerships established with parents are good. Parents are provided with clear information about the setting, and receive regular detailed information about their child's development.
- Children with special educational needs are supported well. Staff work with parents and other professionals to ensure the children's all round needs are met.
- There are good procedures in place regarding children's health. All staff have first aid training, and there are effective systems in place to ensure that any accidents or administered medication is recorded accurately.
- The premises are welcoming and stimulating to children and their parents, with effective use of toys, equipment and displays.

What needs to be improved?

- the consistency in staff's management of children's behaviour, to ensure children are secure in the boundaries and expectations established
- the organisation of group activities to maintain interest and challenge for all children
- the child protection policy, to ensure it includes the procedure to be followed in the event of an allegation being made against a member of staff
- the procedure for complaints, to ensure it includes the contact details of the regulator.

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
12	Make available to parents a written statement that provides details of the procedure to be followed if they have a complaint, including contact details of the regulator.
13	Ensure the child protection policy includes the procedure to be followed in the event of an allegation being made against a member of staff.

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

How effective is the nursery education?

Winton Pre-school Playgroup offers good quality provision for children, where they are making generally good progress towards the early learning goals. All areas of learning are covered equally in the planned activities on offer to the children.

Teaching is generally good. Comprehensive use of assessment ensures staff have a good understanding of children's developmental needs. Assessment records are used effectively, enabling staff to plan the next step in children's learning. Staff use good open ended questioning during activities to challenge children's thinking and develop understanding. Children with special needs are supported well within the setting. Appropriate systems have been put in place to identify needs, and to access appropriate support, for individual children. Staffs' management of children's behaviour is inconsistent at times, and children are unclear about their boundaries and the expectations of staff. Some large group activities are not well organised, leading to lack of focus and interest for some children.

Leadership and management is generally good. Staff are encouraged and supported by the committee to attend training and develop their skills. The opinions of parents are sought as a way of monitoring the success of the pre-school, offering parents the opportunity to express their feelings. There are limited opportunities to monitor the effectiveness of teaching strategies or share good practice.

Partnerships with parents are very good. They are given good information about their child's developmental progress, and good systems are in place to encourage the exchange of information to ensure children's all round developmental needs are met. Parents receive excellent information about the foundation stage curriculum, and are provided with clear information about events and administration issues. They report they are made to feel welcome within the setting. They are confident to approach key workers to discuss their child's progress.

What is being done well?

- There are excellent partnerships established with parents. They are provided with useful information about the foundation stage curriculum and detailed information about their own child's progress. There are effective systems in place to ensure information is regularly shared to enable staff to meet the all round needs of each child, and for parents to extend and support children's learning at home.
- Children have good opportunities to develop their interest and enjoyment of books. They handle books well, and see themselves as readers. Staff encourage children's use of books by creating a welcoming book area, and including homemade books about the child's day at the pre-school which children can easily identify with.

- Both large and small physical development is promoted well. Children have good opportunities to use a range of equipment to develop their fine and gross motor skills within the indoor and outdoor play areas.

What needs to be improved?

- consistency in approach to behaviour management, to ensure children are familiar with boundaries and expectations
- opportunities to encourage children's emergent writing and mark making skills within practical activities
- organisation of some large group activities, to ensure they are appropriate to the needs of the children participating.

What has improved since the last inspection?

Improvement since the last inspection has been generally good.

Good progress has been made relating to the assessment records maintained on children's progress, these are now very detailed and are used to inform planning.

The issue relating to the introduction of letters and sounds and simple calculation has been addressed effectively in parts, with children being introduced to letters and sounds as part of a planned programme, however, the use of simple calculation in practical activities continues to be limited.

The final issue related to the children's access to, and use of, ICT equipment. Progress in this area is limited. Children have little access to resources that offer them opportunities to develop their skills in using ICT equipment, and some equipment that is available is not working appropriately.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are developing an understanding and awareness of the community in which they live through visitors to the premises, and also extending that understanding by participating in project work that focuses on the wider world. They are confident within the setting, and develop good relationships with staff and each other. Children lack a clear understanding of the boundaries and behavioural expectations within the setting, which leads to unwanted behaviour at times.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children demonstrate an awareness that print carries meaning. They independently use the book corner for enjoyment, and have good skills enabling them to use the books correctly, e.g. starting at the front, pointing to text, using pictures for clues. Children can recognise their own names, and are encouraged to learn about letters and the sounds they make. Children's emergent writing and mark making skills are not sufficiently encouraged, and many children lack confidence to attempt writing.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children demonstrate a developing awareness and understanding of shape, size and capacity, introduced through a range of practical activities. They use numbers independently in their play, and are able to recognise some numerals that have personal significance to them. Children count confidently numbers to 10, and are encouraged to think about larger numbers during group activities. There are limited opportunities for children to be introduced to simple calculation.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children have good opportunities to build and construct with a range of commercially purchased and recycled materials. They are developing an awareness of the natural world, and are involved in projects to encourage their questioning and investigation skills. There are few opportunities for children to use ICT resources, therefore, limiting their awareness and understanding.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children have good access to a range of small toys and equipment, to encourage fine motor development. They manipulate objects with increasing control, and many children demonstrate good pencil grip and control. Children have good opportunities to develop their climbing and balancing skills. They demonstrate control when using wheeled vehicles. Children are not sufficiently encouraged to think about the changes that occur to their own bodies when they are active.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children join in confidently with familiar rhymes, songs and games and have good opportunities to use musical instruments, listening carefully to the sounds that they make. They use their imaginations in their play, and engage in role play using a range of resources to recreate their own experiences. There are limited opportunities for children to fully explore craft materials and use these imaginatively to create their own designs.	

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 the strategies used to manage children's behaviour, to ensure children are clear of boundaries and expectations, and that staff are consistent in their approach.
- review the organisation of large group activities to ensure children are grouped effectively to stimulate and interest them appropriately, and offer sufficient challenge relative to their age and level of understanding.
- encourage children's use of mark making and emergent writing throughout the pre-school environment.

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.