



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 205255

DfES Number: 513309

INSPECTION DETAILS

Inspection Date	13/10/2004
Inspector Name	Christine Lynn Williams

SETTING DETAILS

Day Care Type	Sessional Day Care, Out of School Day Care
Setting Name	Happy Days Playgroup
Setting Address	Marymans Road Evesham Worcestershire WR11 2QN

REGISTERED PROVIDER DETAILS

Name	Mrs Susan Cother
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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

Happy Days Playgroup originally opened in 1972 and changed ownership in 1996. It operates from two rooms within a portakabin in the grounds of St. Andrews First School in Hampton, Evesham. The group serves the local area and has strong links with the school.

There are currently 42 children from 2 to 5 years on roll. This includes 13 funded 3-year-olds. There are no funded four-year-olds currently attending. Children attend for a variety of sessions. The setting currently supports children with special needs and who speak English as an additional language.

The playgroup opens five days a week during school term time. Sessions are from 09:00 until 12:00 and 12:30 until 15:00. An out of school facility is also provided during term time from 15:00 until 18:00, with occasional holiday activity club sessions also provided.

Four full-time and one part-time member of staff work with the children. Over half 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?

Happy Days Playgroup provides good quality care for children. The supervisor has developed a committed staffing team who are effectively deployed and ensure all children are well supported. Indoor space is used creatively and to full effect, while staff use daily outside play and regular Forest School activities to add significantly to the learning environment. The group is well resourced, with children enjoying a stimulating range of equipment and resources. All documentation is well organised and stored, although some records lack detail.

There are clear and effective arrangements for maintaining good standards of safety and staff are vigilant about security issues, ensuring children are monitored and kept

safe at all times. Children's understanding of health and hygiene issues are well supported and staff carry out thorough cleaning routines in-between each of the three sessions held daily. Staff are careful to provide children with frequent examples of a diverse society and use a checklist to ensure their practice is non-discriminatory. Child protection arrangements are suitable and staff have a good understanding of special educational needs and show they have developed a strong partnership with parents and outside professionals.

Children enjoy a variety of stimulating and purposeful activities that support their learning and development in all areas. Staff are sensitive and caring towards children, show a clear understanding of their needs and support and prompt children's learning and development very well. The daily routine for the youngest children attending, however lacks a suitable balance of active and rest times. Children behave positively, showing care and courtesy for each other and benefiting from the good role models set by staff.

A relaxed and caring atmosphere is provided, where approachable staff provide parents with detailed information to help them understand how the group promotes learning and cares for their children.

What has improved since the last inspection?

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

What is being done well?

- Staff show a good understanding of the group's operational plan with check lists displayed around the building helping to ensure all staff are familiar with, and consistently put into practice, various policies and routines.
- Three and four-year-olds benefit greatly from weekly Forest School sessions in woodlands within the school grounds, with these regular and purposeful outdoor activities promoting their learning across all areas of development.
- A colourful and welcoming atmosphere is provided through creative use of posters, wall and hanging displays and these are used to full effect to provide interest, stimulate learning and create a very child-centred environment.
- Displays are used creatively to show different cultural items, with sari material hung as a curtain in the cosy area and traditional Indian dress displayed alongside children's mendi hand paintings.
- Staff encourage children to applaud themselves and others for completing tasks or behaving well and stickers are used to reward children for positive deeds such as helping to tidy away.

What needs to be improved?

- the daily routine for the youngest children attending to more effectively provide for their varying developmental needs

- medication recording system to include full details of the medication administered
- child protection policy to include a statement of the action to be taken in the event of an allegation being made against staff.

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
3	Re-assess the daily routine for the youngest children to more effectively provide for their varying developmental needs, including a more balanced pace of active and rest times.
7	Develop the medication recording system to clearly record full details of any medication administered.
13	Develop the child protection policy to include a statement on the action to be taken in the event of an allegation being made against staff.

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

How effective is the nursery education?

Happy Days Playgroup provides very good nursery education. Children make very good progress towards the six early learning goals, with children's learning in the areas of personal, social and emotional development and knowledge and understanding of the world being particularly strong.

The quality of teaching is very good with staff showing a clear understanding of the Foundation Stage curriculum and offering effective support through well-judged interventions and questions which extend children's knowledge and understanding. Staff support children's personal social and emotional development well and use very good strategies to promote good behaviour and a feeling of self-worth. Effective support is provided for children with special educational needs, while planning is detailed and clearly understood by all staff who contribute to and are involved in its delivery. The use of activity sheets is particularly effective in helping staff make the most of activities and resources to aid children's learning. Children's progress towards the early learning goals is monitored effectively, with staff showing a clear understanding of the use and purpose of a new assessment system that has recently been introduced.

Leadership and management is very good with the manager and her deputy working together to develop a committed staff team. The setting constantly reviews the effectiveness of the educational programme, seeks help and advice from other early years professionals and gains and uses feedback from parents. There is a strong commitment to improvement and the manager and deputy work hard to lead the staff in developing practice and in keeping abreast of changes in early years education.

A very good partnership with parents is achieved through a variety of effective measures that ensure parents receive detailed information about how the setting operates and what their children are taught.

What is being done well?

- Children are interested, excited and motivated learners who show real pleasure in their learning and frequently clap with anticipation of what they will do next.
- Children show a keen interest in shape and space and benefit from the many creative outdoor activities that are used to extend their knowledge and understanding of shapes and pattern in the natural world.
- Close links with the school and weekly Forest School activities help children to develop a strong sense and understanding of their local environment. They show a real fondness for their special places in the wood, talking excitedly and descriptively about "base camp", the "bears' cave" and the "ugly wood".

- Many different boxes and materials are collected for children to use in model making while children thoroughly enjoy making their own den from a camouflage net.
- Notice boards are used extensively to raise parent's awareness and draw attention to specific issues, while photographs of children involved in various activities and access to daily plans help them to understand how their children learn.

What needs to be improved?

- further opportunities for children to make marks through a variety of tactile materials.

What has improved since the last inspection?

Very good progress has been made in response to the two key issues set at the last inspection.

Opportunities for children to count and develop a clearer understanding of numbers have been increased and is actively fostered through a good range of planned indoor and outdoor activities.

Children's creative role play has been enhanced through use of additional resources and is well supported by staff who join in and prompt children's imagination in order to extend and sustain the learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested, excited and enthusiastic learners who show real pleasure in their learning and are keen to show others what they can do. They behave positively, show pride when receiving a sticker for being helpful or kind and form close bonds with staff and each other. They share fairly, take turns and develop good independence and self-reliance through being able to choose their own activities and resources and practising dressing themselves for outdoor activities.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children enjoy excellent opportunities to express themselves and to learn new words. They show an enthusiasm for talking about what they are doing and enjoy a wide variety of quality books and story times. Effective displays and name labels are used to help children link sounds to letters and children practise early writing through using pencils, brushes and dough. They have few opportunities to explore mark making through more tactile materials.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children develop positive attitudes towards numbers and counting through a wide variety of practical activities. They practise, consolidate and extend their learning constantly through practical everyday activities with older children showing developing skills in solving simple number problems. They concentrate well when carrying out shape, colour and size puzzles and enjoy experimenting with weight and measure during sand play or when comparing the size of cones and conkers they have collected.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Older children develop excellent investigative skills and satisfy their curiosity through a variety of different experiences such as using a torch beam to make patterns on the wall. They use the local wooded area widely to observe change and patterns and learn the importance of technology in their lives through frequent use of tape recorders, computers and talking electronic toys. Creative displays and topics help them learn effectively about different beliefs and cultures.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children show confidence when enjoying a variety of indoor and outdoor physical play. They practise and experiment with moving their bodies in different ways and show great skill in the wooded area as they climb over rocks or balance over a log bridge. They demonstrate a keen sense of personal space as they play alongside each other and use sissors, dough, sand and outdoor tools with increasing dexterity.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children thoroughly enjoy joining in with favourite songs, listening to tapes and drawing on their own experiences and imagination as they role play in the shop or act out a familiar story. They explore colour and texture through mixing paint or experimenting with different paint techniques while sand, water and outside activities are used effectively to stimulate their senses.	
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:

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- the opportunities for children to discover and enjoy the sensory experience of mark making through use of a variety of tactile materials.

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.