



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 254363

DfES Number: 595100

INSPECTION DETAILS

Inspection Date	21/10/2004
Inspector Name	Christine Hands

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Bright Sparks Playgroup at Empingham
Setting Address	Empingham C of E Primary School School Lane, Empingham Oakham Rutland LE15 8PQ

REGISTERED PROVIDER DETAILS

Name	Ms Gail Healey
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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

Bright Sparks Playgroup was established in 1998 and is situated in the village of Empingham. It caters for children from both the village and surrounding areas. It is privately owned and operates from a classroom in the village school. The playgroup have the use of the school hall as well as the school playground.

The playgroup is open every weekday during term time only from 08.30 until 15.30.

There are currently 26 children on roll and of these 13 are in receipt of government funding. At present none of the children are learning English as an additional language. The playgroup has a great deal of experience of working with children who have special needs.

There are four staff currently working at the playgroup, two of whom hold child care qualifications whilst a third is currently working towards a qualification.

The playgroup is part of the Early Years Partnership and has access to support from a curriculum advisor.

How good is the Day Care?

Bright Sparks Playgroup provides good quality care for children with above the required ratio of staff to children. The operational plan works well in practice and written records are well structured and contain all required details enabling the needs of the children to be met. The playgroup provides a warm and welcoming environment with well organised resources enabling children to explore what is on offer. All toys and equipment provided are of good quality and well maintained creating a stimulating environment for children.

Emphasis is placed on ensuring children's safety within the setting. Staff are aware of potential hazards and create a safe environment for children. The health of children is promoted through the provision of healthy snacks and good standards of hygiene. Staff have a wealth of experience of working with children who have special

needs and extra resources are provided as necessary. All staff have a clear understanding of local area child protection procedures.

Staff form good relationships with the children and have a sound understanding of their individual needs ensuring they are happy and settled within the group. Children are confident to move from one activity to another, learn new skills and share achievements. Some opportunities for children to gain greater independence are missed. Staff interact well with the children, asking questions and listening to what children have to say. Positive strategies are in place for managing children's behaviour

Staff establish good relationships with parents and ensure they are aware that they can share information regarding their child's development at any time. Parents are provided with a good quality information pack before their child starts at the group, receive regular newsletters and are kept up to date with planned activities.

What has improved since the last inspection?

There were three actions required at the last inspection:

to ensure that there is a clear procedure relating to lost or uncollected children. A written procedure has been drawn up which ensures all staff are fully aware of what should be done;

to ensure that the system for registering children includes times of arrival and departure. A book has been drawn up and parents sign their children in and out. Times of arrival and departure are also written in the daily diary should a child arrive late or leave early. Records now show which children are present at any time;

to conduct a risk assessment of the premises and review as necessary. Forms have now been drawn up and are completed on a regular basis ensuring measures are taken to reduce risk for children.

The action that has been taken further ensures the safety of the children at the setting.

What is being done well?

- Staff have a good knowledge and understanding of children's individual needs and spend time working with children to develop their knowledge and understanding.
- Staff engage children in conversations and value what they have to say as well as their thoughts and ideas.
- Staff manage children's behaviour positively and ensure that the strategies in place are age and stage appropriate.
- Staff have a clear understanding of the importance of working with other professionals with regard to children who have special needs and are able to develop systems and strategies to ensure that they are able to meet the

needs of all children.

- Effective organisation of the space and furniture within the setting creates a safe and child-friendly environment.

What needs to be improved?

- the further development of 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
3	Provide further opportunities for children to develop independence.

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

How effective is the nursery education?

Children at Bright Sparks Playgroup are making very good progress towards the Early Learning Goals in a bright, friendly, attractive and well organised learning environment.

The quality of teaching is very good. A varied programme of activities is offered which supports the children and promotes all six areas of learning, however, there are limited opportunities for children to access technology equipment. Staff engage children and foster self esteem and children's behaviour is very good. Assessment systems clearly identify next steps and planning clearly links to the stepping stones. There are effective systems in place to support the needs of children who have special educational needs. There are no funded children who speak English as an additional language.

The leadership and management of the playgroup is very good. All staff are positively encouraged and supported to undertake further training. An appraisal system will soon be in place. Staff have clear roles and responsibilities and are well deployed throughout the playgroup.

The partnership with parents and carers is very good. Parents are welcome in the playgroup and are kept informed of events and themes through regular newsletters.

What is being done well?

- Children's personal, social and emotional development is very good and a strength of the setting. Children are developing a sense of autonomy.
- Children are developing confidence and are interested in the activities on offer, moving freely from one to another.
- Children's behaviour is very good in response to the clear expectations of the staff.
- Very good and positive relationships are established with parents/carers who are encouraged to be involved with their child's learning.
- Staff are enthusiastic, know and support the needs of individual children and provide an environment where children are motivated to learn.

What needs to be improved?

- The provision for children to be able to access ICT resources independently and on a regular basis.

What has improved since the last inspection?
The progress since the last inspection is very good. The playgroup have fully addressed three of the key issues/points for consideration and the fourth one in part. They are committed to finding ways to extend the ICT available for children and ensure that they are able to use the resources both independently and in structured activities on a daily basis, with emphasis on independent use.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are confident and actively involved and engaged in their learning. They show developing independence in selecting and carrying out activities. Children show care and concern for others and are developing an awareness of differing cultures and beliefs. They behave well, take turns and co-operate with each other during their play.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children engage in conversation with staff and their thoughts and ideas are valued. They respond enthusiastically to songs and rhymes, listen attentively and answer questions. Children's spoken language is developing well, and is encouraged and nurtured. They frequently mark make, and are developing good pencil control. Children are beginning to recognise letters and sounds and are developing an interest in books and stories, learning the conventions of reading.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children accurately use positional language and are able to count and recognise number to 10 and beyond. Staff make good use of practical activities and daily routines to introduce mathematical language including simple addition and subtraction. Children are developing skills in comparing, sorting, matching and gaining an understanding of size and fractions.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children have the opportunity to explore the natural environment and describe materials using their senses. They are encouraged to construct with a purpose in mind, using a variety of resources during both planned and spontaneous activities. They can re-call and talk about past and present events in their own lives and are developing an awareness and interest in other cultures and beliefs. Children have some access to information, communication and technology, however, this is limited.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children are developing their whole body movements through the structured use of both outdoor and indoor activities and are gaining spatial awareness. Children's small hand skills are developed through use of a wide range of tools and equipment. They learn about the importance of being healthy through topic work and daily routines.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children play a range of musical instruments and explore different sounds both individually as well as during structured activities. They have learned a variety of familiar songs and action rhymes. Children are able to use their imagination and respond through role play, dance and movement. Children express their ideas freely and use a variety of media to explore colour, shape and texture.	
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:

- Points for consideration:
- Provide more opportunities for children to access ICT resources independently and on a regular basis.

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.