



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 110072

DfES Number: 523651

INSPECTION DETAILS

Inspection Date 14/05/2004
Inspector Name Tonia Chilcott

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Colden Common Playgroup
Setting Address Community Centre
St Vigor Way, Colden Common
Winchester
Hampshire
SO21 1UU

REGISTERED PROVIDER DETAILS

Name The Committee of Colden Common Playgroup

ORGANISATION DETAILS

Name Colden Common Playgroup
Address Colden Common Community Centre
St. Vigor Way, Colden Common
Winchester
Hampshire
SO21 1UU

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

Colden Common Preschool opened in 1974. It operates from Colden Common Community Centre and serves the local area.

There are currently 33 children from two to five years on roll. This includes 17 funded three year olds and eight funded four year olds. Children attend for a variety of sessions. Children with special needs and English as an additional language are supported.

The group opens five mornings a week during school term times. Sessions are from 09:00 until 12:00 with a lunch club offered on a Thursday running from 12:00 to 12:55.

Six part time staff work with the children. Four have early years qualifications. Two members of staff are currently on training programmes. The setting receives support from a teacher from the Early Years Development and Childcare Partnership (EYCDP), the area Special Educational Needs Co-Coordinator (SENCO), the local Health Visitor and the Preschool Development Worker (PDW).

How good is the Day Care?

Colden Common Preschool offers good quality care to children.

There are effective procedures in place to employ suitably vetted staff. Visitors to the group are mostly prevented from having unsupervised access to the children. Space is used well to ensure that children can be supervised at all times within the warm and welcoming environment. Children access a wide range of toys and activities that are suitable for the ages of all children attending. Most documentation is in place although sometimes lacks the necessary detail.

Staff pay good attention to children's safety and children are encouraged to have good hygiene practices. Staff provide children with a wide range of healthy and nutritious snacks and drinks that meet the dietary needs of all children. Children are

all treated as individuals and have access to some toys and materials that provide positive images. Good links have been made with outside agencies to support children with special needs. Child protection procedures are shared with all staff at regular meetings which ensures that all staff have a good understanding of them.

Children access a wide range of exciting and stimulating activities that meet their individual needs. Children behave well in response to the praise and encouragement offered by staff. The group has developed positive professional relationships with parents. Parents are informed regularly about their child's progress.

What has improved since the last inspection?

Not applicable

What is being done well?

- The staff use the space well ensuring that the environment is warm and welcoming. They carefully plan the lay out of the session to ensure that children are able to move freely between activities.
- There are comprehensive policies and procedures for safety issues. Staff give high priority to children's safety with regard to the areas and equipment that children access, and ensure that risk assessments are undertaken regularly.
- Children know the boundaries for behaviour well and respond to requests from staff well.
- The preschool builds strong relationships with parents. Parents play an active role in the daily sessions and are actively involved in the day to day running of the preschool. The staff ensure that parents are provided with information about their child's individual development during their time at the group.
- Children access a wide range of toys and equipment. They are easily able to make choices and decisions about the activity they wish to take part in and are able to select some equipment from the low level storage available.

What needs to be improved?

- the procedures to ensure that visitors to the group do not have unsupervised access to the children
- the children's records, to ensure that all records are up to date and accurate including permission to seek emergency treatment.

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
1	ensure that all visitors to the group are made aware of the procedures that ensure they are unable to have unsupervised access to children at anytime.
14	ensure that all children's records, including all medication records are up to date and accurately completed and signed by parents.

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

How effective is the nursery education?

Colden Common Preschool provides good quality nursery education; children are making generally good progress towards the early learning goals. Children are making generally good progress in knowledge and understanding of the world and personal, social and emotional development and very good progress in all other areas.

The quality of teaching is generally good. Staff have a good understanding of the Foundation Stage and work well together as a team. Staff know the children well and encourage independence and concentration through a range of activities. The staff plan a wide range of activities that are clearly linked to the early learning goals. Assessment of the children's learning takes place but does not identify children's next steps in learning although staff know the children's needs well. Children with special needs and English as an additional language are supported well with support accessed from a variety of agencies. Staff manage children's behaviour well.

Leadership and management is generally good. The preschool benefits from strong teamwork and staff are encouraged to attend training on a regular basis. Staff's training needs are identified at appraisal meetings. The staff are keen to develop further and access support from the Preschool Development Worker and qualified teacher regularly. The assessment of the nursery education is not fully effective in ensuring that all areas of learning are fully planned.

The partnership with parents and carers is very good. Parents are informed about their children's progress towards the early learning goals and see them develop during their time at the group. The systems to share information about the children's development with parents are effective and ensure that they are consistently kept up to date.

What is being done well?

- Staff welcome and encourage parental involvement in their child's learning. There are excellent procedures in place to ensure that information is shared regularly with parents about the children's development and daily achievements.
- Staff value every child as special and as an individual, and as a result the children are confident, sociable and have caring relationships with one another and the staff.
- Staff offer a range of interesting and stimulating activities to support children's physical development. Children regularly take part in music and movement activities that they enjoy and undertake with enthusiasm.
- Children's language is developing well and many opportunities are given for them to practice writing in a number of situations including imaginative and

role play settings. Children have regular opportunities to learn simple Spanish and confidently join in and sing a range of Spanish songs.

What needs to be improved?

- the opportunities for children to learn about further cultural festivals
- the procedures to record the information gained from children's assessment, ensuring that the information gained clearly identifies the children's next steps in learning
- the methods to assess the educational provision, ensuring that all areas of learning are covered.

What has improved since the last inspection?

Very good progress has been made since the last inspection. Children now have further opportunities to experience story time in smaller groups and concentrate well during this activity. Further opportunities are now available for children to practice mark making and children regularly access the musical instruments to explore sound.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

The children are actively involved in their learning. They are confident and most are happy to speak in a familiar group. They concentrate well at chosen activities, for instance with the train set, and display high levels of concentration during story and group times. Children have developed good relationships with others in the group and learn to co-operate and share resources. They manage self care well, for instance dressing. They have some opportunities to learn about different festivals.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident speakers and engage easily in conversations with others. They confidently negotiate and express their imagined experiences through role play, for instance the pirate adventure. They listen with enjoyment to stories and handle books with confidence. Many children are able to read and recognise their written names, and some are able to write their names. Many children confidently link sounds to letters. Many children enjoy singing simple Spanish songs.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Many children are confident in counting to five and most are able to count to 10 and beyond. They have opportunities to practice recognising written number and some children do this confidently. Many children are skilled at creating and recreating patterns and most children confidently recognise and name simple shapes. Children have opportunities to calculate for instance at snack time.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children enjoy using their senses to explore objects in practical activities, for example sand and water play. They gain an increasing awareness of where they live and the wider environment, for instance during a wide range of activities relating to different seasons of the year. Children confidently discuss past and present events in their lives and have some opportunities to access information technology.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are skilled at using a variety of equipment for instance small tools and construction equipment, including Lego. They demonstrate a good sense of space and move confidently around activities. Children use a range of hand held tools including scissors, with increasing control. Children have some opportunities to access large equipment such as the climbing frame, and have many opportunities to participate in music and movement sessions.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children enjoy participating in singing sessions and are able to confidently sing a range of simple songs from memory. They have regular opportunities to experiment with sound and musical instruments. They are encouraged to use their imagination and express their ideas in a variety of ways for instance role-play; they eagerly participate in imagined activities, for instance the pirate adventure. Many children confidently recognise colour and enjoy a range of art and craft activities.

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

- further develop the systems to record children's progress towards the early learning goals, ensuring the information gained clearly identifies the children's next steps in learning and is used to further inform the planning.
- Use the information gained from assessment of the children as an aid to formally monitor the educational programme.
- provide further opportunities for children to participate in activities that will enable them to learn about different cultures and festivals.

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.