



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 129311

DfES Number: 580231

INSPECTION DETAILS

Inspection Date	21/01/2005
Inspector Name	Sarah Catherine Jex

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	ABC Playgroup
Setting Address	Akeman St Baptist Church Tring Hertfordshire HP23 6AA

REGISTERED PROVIDER DETAILS

Name	Akeman Street Baptist Church
------	------------------------------

ORGANISATION DETAILS

Name	Akeman Street Baptist Church
Address	Akeman Street Tring Hertfordshire HP23 6AA

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

ABC Playgroup opened in 1976 and operates from a church hall. It is situated in Tring, Hertfordshire. A maximum of 26 children may attend the Playgroup at any one time. The Playgroup is open Monday, Tuesday, Wednesday and Friday from 09:30 to 12:00 during term time only. The children have access to a secure enclosed outside play area.

There are currently 38 children aged from 2 years to under 5 years on roll. Of these 24 children receive funding for nursery education. Children come from the local area. The Playgroup currently supports children with special educational needs, and also supports children who speak English as an additional language.

The Playgroup employs 8 staff, 5 of the staff, including the manager hold appropriate early years qualifications. 1 staff member is working towards a qualification. The Playgroup also has a core group of 3 volunteers. The Playgroup is committee run and has input from a qualified teacher and is a member of the Pre School Learning Alliance.

How good is the Day Care?

ABC Playgroup provide good care for children.

The provision is well organised, friendly and a child-oriented environment for children to feel settled and secure in. Effective use of staff, space and resources is made to ensure all the children are well cared for. The key worker system ensures that each child receives good support and attention.

High priority is given to ensuring the children's safety both in and outside the building. Staff are effective in promoting good health and hygiene practices within the routine. Children with special educational needs are both welcomed and supported by the playgroup. They operate a policy of full inclusion and integration. Staff promote children's independence in most areas although this could be extended at snack time.

An excellent range of practical activities is planned to enable the children to experience a wide variety of opportunities across all areas of learning. Children are keen to participate in the activities and show good levels of concentration. Children are happy, settled, busy and absorbed in their play. Children are very helpful at tidy up time and respond well to staff praise and encouragement. Resources are well presented to encourage children to play. Staff are fully involved with the children supporting their play and building warm and trusting relationships. Children's behaviour is managed in a positive manner by staff that offer much praise and encouragement, this also builds up the children's confidence and self esteem.

Staff have formed positive relationships with the parents and often chat informally about their child, this provides a useful exchange of information. All staff receive ongoing training and are well informed about the policies for the smooth running of the playgroup. All relevant documentation is in place.

What has improved since the last inspection?

At the last inspection the provider agreed to ensure at least one member of staff has a current 1st Aid certificate, that parents give written permission for the administration of medication, to develop a system for registering children's attendance, showing times of arrival and departure and to make sure the complaints procedure includes the address and telephone number of Ofsted and is available to parents.

Five members of staff currently hold a suitable 1st Aid certificate. A separate sheet is in place to ensure that parents give written permission for the staff to administer medication. The daily register documents when a child arrives or departs early or late, Staff are also included in the main register. The complaint procedure has been amended and is displayed on the parents' notice board as well as being in the parents' information pack.

What is being done well?

- The staff work well as a team and are enthusiastic with their approach to the children. They interact with the children in a positive way, supporting and encouraging them, listening and asking questions to develop their thinking and understanding as well as being attentive to their needs. The children in turn are relaxed and confident in their approach to adults.
- Staff meet the children's individual needs well. The key worker routinely monitors and supports them. Their wealth of knowledge and experience enables them to successfully support and integrate a child that has special education needs.
- Children enjoy a range of stimulating, interesting and challenging activities and play opportunities, which they can freely access. The activities value and encourage each child's individuality and stage of development. Children confidently move around the room and are busy and occupied throughout the session.

- Children's behaviour is good. The staff have a calm and consistent approach to behaviour that is backed up with lots of praise and encouragement. Appropriate strategies are used depending on the individual child's level of understanding and maturity. The children respond well to direction from staff
- Partnership with parents is exemplary. Staff promote sharing of knowledge for the benefit of the children, develop relationships of mutual trust and respect. They encourage closer links between playgroup and the children's home by welcoming parents to meetings and providing opportunities for parents to understand the Foundation stage of learning. Parent's comments were positive and complimentary.

What needs to be improved?

- Encouraging children's independence skills at snack time.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

N/A

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
8	Provide opportunities for the children to encourage their independence during snack.

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

How effective is the nursery education?

The provision for nursery education at ABC Playgroup is of high quality. Children are making very good progress towards the early learning goals.

Teaching is very good. Staff have a secure knowledge and understanding of the Foundation Stage. Staff are well deployed throughout the session, they ask questions to make the children think and respond sensitively to their individual needs. Staff plan a wide range of interesting and stimulating play-based activities enabling worthwhile challenges, whilst engaging and maintaining the children's interest. Children are well behaved and respond positively to the expectations of adults. There are sufficient resources, which are thoughtfully presented and children are keen to learn and play is productive. There is a good balance between adult-initiated and child initiated activities. Excellent systems are in place to support children with special educational needs, encouraging them to participate in the range of activities.

A thorough assessment system is in place and is used well to monitor children's progress. Assessments are formed from regular and ongoing observations and are used to set future targets along with aiding planning.

Leadership and management is very good and has a positive impact on children's progress. A strong and motivated manager who is supported by the committee and her staff leads the Playgroup. The staff are committed to the learning and development of the children and are supportive of each other. Staff have responsibility for their key worker group children, developing individual and small group activities. The group continually monitors and evaluates their practice in order to provide an effective education programme.

The staff have a good partnership with parents. Parents are well informed about the Foundation Stage curriculum. Staff are approachable, friendly and provide a range of information both written and verbal to ensure parents take a supportive role in their child's learning.

What is being done well?

- The process and format of the ongoing assessment of the children gives a clear indication of strengths and weaknesses, areas to target and process over time. They also show the balance and breadth of the received curriculum in an easily understood form to share with parents.
- A highly skilled, experienced and dedicated staff are able to purposefully interact with the children to extend and integrate learning across all six areas of learning. The home visiting and key worker systems support the children's confidence.

- Children's curiosity and imagination is skilfully developed as they explore self-selected activities, such as role-play that reflects personal and significant experiences; they are relaxed and confident to express themselves. They work and play independently, in small and large groups, which they are well supported by staff.
- Staff introduce children to a range of new vocabulary, language and mathematical thinking, and problem solving through varied play opportunities and stimulating interaction with adults.

What needs to be improved?

- Written numbers and letters to encourage the children to become familiar with letter and number formation.

What has improved since the last inspection?

N/A

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

The children are made to feel welcome and valued. They leave their parents/carers confidently. They are familiar with the routine and are developing good relationships with each other and adults in the group. Their self-esteem is fostered well by staff. The children are well behaved and are learning to share, take turns and show respect for others.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

The children interact, talk and negotiate with others and demonstrate a sensitive awareness of the listener. They enjoy sharing their views and ideas and use speech confidently to explore real and imagined experiences. Their reading and writing skills are being developed, but would benefit from further opportunities to understand that print carries meaning.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

The children are developing an awareness of numbers and rhymes. They are beginning to have a firm knowledge of counting in order and are confident in sequencing and recognising different shapes. Staff use every opportunity to encourage children to count and use mathematical concepts and language in games, puzzles and imaginary play, but should further reinforce children's recognition of number formation.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Opportunities are provided for the children to discover their environment and how things change. Children learn about growth and change through topics, such as how plants grow and life cycles of insects. They show curiosity and are inquisitive in their play. Children have the use of a range of programmable equipment such as play telephones, tills, calculators and remote controlled cars. They are effectively introduced to a range of different cultures through well-planned topics.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are very capable of using a range of different equipment to develop their physical skills. They move freely around the room. They have a clear awareness of space as they march skip and jump around the room to music. Children are able to manipulate tools with skill and dexterity for example threading pasta, using scissors and pouring sand and water. Children enjoy taking part in-group songs with actions.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children enjoy a range of role-play situations, using their imagination and playing in groups, independently and involving staff. They have good access to music, they are receptive to familiar rhymes which staff adapt with differing words to support current topics. The children have opportunities to explore and express their ideas using different textures, materials and techniques, both individually and with support from staff.	
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:
- Visual reinforcement of written numbers and letters in day to day situations.

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.