



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 101699

DfES Number: 582519

INSPECTION DETAILS

Inspection Date 24/06/2004
Inspector Name Glenda Sinclair

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Newnham Early Birds
Setting Address Station Road
Newnham
Gloucestershire
GL14 1AT

REGISTERED PROVIDER DETAILS

Name Newnham Early Birds 1004539

ORGANISATION DETAILS

Name Newnham Early Birds
Address Station Road
Newnham
Gloucestershire
GL14 1AT

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

Newnham Early Birds is located within the grounds of the local primary school. The playgroup is registered for 20 children between the ages of 2 and 5 years. There are 7 funded 3-year-olds and 12 funded 4-year-olds on roll and the group currently supports a number of children with special needs. There are no children on roll, who have English as an additional language. Children attend from the local area and surrounding villages.

Sessions run from 09.15 until 11.45 on Monday, Tuesday and Thursday each week during term time. On Friday, there is a group for rising fives from 12.15 to 14.45.

The playgroup is managed by a committee who employ four members of staff to work with the children. The two playleaders are currently studying for level three qualifications in childcare and education. They have also attended training courses in child protection, special needs, early years curriculum and child development and they receive support from the Early Years Childcare Services.

How good is the Day Care?

Newnham Early Birds provide satisfactory care for children.

The staff and committee are committed to ongoing training. Ratios of adults to children are very good. There are two staff and two parent helpers on duty at most sessions. The premises are bright and cheerful. Good use has been made of murals, posters and displays of the children's work to give the playroom a welcoming atmosphere. The group has plentiful toys and equipment that are cleaned regularly on a rota basis. The book corner is uninviting and not many children use it. The outside play area is also under used.

Good attention is paid to safety and staff take advantage of every opportunity to explain possible dangers to the children, often using a theme such as 'Goldilocks'. The committee aims to have all staff first aid and child protection trained. Planning shows that the children are offered a wide variety of nutritious snacks, often related

to the theme. The playleader is the Special Educational Needs Co-ordinator and she has experience of observing children and completing individual education plans. The group has not obtained written parental permission for emergency medical treatment.

Staff provide children with a wide variety of interesting and enjoyable activities, designed to help children develop. Particular attention is given to helping children to learn about other cultures. Staff instinctively use praise to encourage children's good behaviour and also provide the children with good role models. There is a lack of resources or activities, which reflect positive images of disability.

Partnership with parents is satisfactory. Parents are encouraged to get involved by contributing to sessions and making suggestions for new equipment. They are kept well informed about the activities offered to their children. Some parents would like more information about their children's progress.

What has improved since the last inspection?

At the last inspection, the group was asked to make sure that they met the requirements for first aid training. Two of the staff have current first aid certificates, thus ensuring first aid cover at every session. They were also asked to update their policies for the administration of medicine and the exclusion of sick children. Documentation has been reviewed to make sure that sick children are cared for appropriately.

What is being done well?

- The staff plan a very wide range of enjoyable activities, which stimulate children's development keep them happily involved.
- The premises are bright and cheerful. Good use has been made of murals, posters and displays of the children's work.
- Staff take every opportunity to explain safety issues to the children. For example, staff explain about the dangers of eating berries before taking the children on a nature walk.

What needs to be improved?

- the written parental permission for emergency treatment
- the resources and activities that reflect positive images of disability.

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
7	Request written permission from parents for seeking emergency medical advice or treatment
9	Ensure that children have an appropriate range of activities and resources that provide positive images of disability

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

How effective is the nursery education?

Newnham Early Birds offers provision which is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals.

Teaching is generally good. Relationships with children are excellent. Staff use praise instinctively and also provide good role models. The staff have a sound knowledge of the Foundation Stage. They plan a wide range of interesting, enjoyable, stimulating and well-resourced activities to help children make progress towards the early learning goals and ask related questions to extend children's knowledge. An imaginative programme of exercise has been developed to extend children physically and all activities are evaluated. Planning shows general suggestions for extension and support, but this is not linked to the needs of individual children. There are many missed opportunities for children to 'write' and count and there are few opportunities for children to become familiar with everyday technology.

Leadership and management is very good. Staff are very clear about their roles and responsibilities and work well together as a team. Both staff and committee show commitment to improvement in staff training, in equipment and premises, as well as in the quality of the educational provision.

Partnership with parents is generally good. Parents are given the opportunity to be involved in their child's learning by doing rota duties. They are given information about topics in regular newsletters and get the opportunity to comment on the group by filling in questionnaires. Parents are not given enough information on their child's progress and the links to the Foundation Stage.

What is being done well?

- Children form good relationships with the staff and other children. They are able to separate confidently from their parent or carer.
- Most children are communicating confidently and fluently, often using size and shape vocabulary naturally as they play.
- There is an imaginative programme of activities to encourage children to enjoy exercise.
- Children are showing real interest in what they see, touch and feel.

What needs to be improved?

- the opportunities to count, for example at snack time

- the opportunities for children to learn about everyday technology
- the links between assessment and planning so that the planning shows how the needs of individual children can be met.

What has improved since the last inspection?

Generally good progress has been made since the last inspection. At the last inspection, the group was asked to improve the special needs policy. This has been revised and is now much more informative for parents. They were asked to give parents more information about topics, linked with the six areas of learning. Newsletters and the noticeboard give information about activities and topics for each half term. These are not linked to the six areas of learning. Lastly, the group was asked to link assessments with the early learning goals. They have started to record observations with the younger children and are using them to inform assessment sheets, which are linked to stepping stones, in order to support individual children's progress.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are motivated to learn with the provision of interesting activities such as the balloons filled with water and then frozen. Children have good relationships both with the staff and each other and are happy to separate from their parent or carer. Most children are behaving well and co-operating with each other. Independence is encouraged when the children dress and undress themselves for gymnastics. They have opportunities to learn to value individual needs, similarities and differences.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Most children are communicating confidently and fluently. They chatter to each other about activities. One child said about the melting ice balloons 'Maybe the sun ate them', another answered 'Maybe the sun melted them'. There is little evidence of children 'writing' or 'reading' as part of a normal group session. Children are beginning to recognise the initial sounds of familiar words.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are using shape and size language very naturally during their play. 'He's rolling it very big' or 'I'm making it flat'. Some children are also beginning to count as part of play 'My alien's got six hands'. There are some opportunities for children to play games, such as the 'Zoo-keeper' that encourages them to add one or two more, or take some away. Routines do not include regular opportunities to count and make number comparisons.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Staff provide objects such as rice or ice, that children enjoy investigating as they use the appropriate senses. Plans include cooking and building using a variety of different resources. They go for walks in the surrounding countryside and receive visits from people in the local community, such as a paramedic or nurse. They celebrate the variety of cultures as well as their own. Staff give children little opportunity to learn about everyday technology.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are proficient at pedalling, climbing, bouncing and balancing. They can move about in a controlled manner and are adept at finding themselves a space big enough to exercise. They gain great pleasure from being 'Runner beans, Mexican beans' from the programme of physical exercises developed by the staff. They are well able to use small tools such as spanners, paintbrushes and plastic knives.

CREATIVE DEVELOPMENT

Judgement:	Very Good
------------	-----------

Children experiment with colour and texture for example, mixing food colouring into play dough or tie-dyeing pieces of cloth. They have the opportunity to make models from re-cycled materials or print and make rubbings with natural materials. They show lots of imagination in their play, making pretend roller-coaster rides and also giving puppet shows. The children enjoy singing songs, joining in with the actions and making music.

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

- improve the links between assessment and planning to show how the needs of individual children can be met
- make more opportunities for children to count and recognise number
- expand planning to include opportunities for children to become familiar with everyday technology.

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.