



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 256788

DfES Number: 582371

INSPECTION DETAILS

Inspection Date	13/09/2004
Inspector Name	Carly Louise Mooney

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Millfield Playgroup
Setting Address	Unit 3 Millfield Community Centre Lincoln Road Peterborough Cambs PE1 3PE

REGISTERED PROVIDER DETAILS

Name	The Committee of The Committee of Millfield Playgroup
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ORGANISATION DETAILS

Name	The Committee of Millfield Playgroup
Address	3 Lincoln Gate, Lincoln Road Peterborough Cambridgeshire PE1 3PE

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

Millfield Playgroup opened 30 years ago, over 20 years in the present building. It operates from a room in a former school for boys now used as a community centre in Millfield, Peterborough. Millfield Playgroup serves the local community.

There are currently 27 children on roll. This includes 18 funded 3 year olds. Children attend for a variety of sessions. The setting currently supports a high proportion of children who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 09:15am until 11:45pm each weekday morning.

Six part-time/full-time staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3.

The setting receives support from an Early Years Pedagogical worker and a local Childcare Advisor.,

How good is the Day Care?

Millfield Pre-school provides good care for children.

Staff ensure that effective use is made of the available play space at all times, therefore providing an environment that is stimulating and interesting to children. They are able to move freely from activity to activity and staff provide good support to those children who experience difficulties with adapting to their new surroundings. Well planned and meaningful activities provide children with opportunities to make progress in all areas of their development. Warm relationships are developing with staff and children enjoy their play.

Children behave well within the setting in response to staff's expectations and sensitive support, effective use is made of praise and clear explanations are given to help children gain an understanding of right and wrong. A variety of snacks which includes fresh fruit are provided for children on a daily basis and staff ensure that the

spread of infection is kept to a minimum through encouragement of personal hygiene in routine activities. Staff are safety conscious and provide an environment which allows children to play with minimum risk, however, written risk assessments of the premises, equipment or outings are not in place.

Children have equal access to a broad range of toys and play equipment which maintains their interest and supports their learning, this includes a varied selection of toys which reflect equal opportunity principles. There are excellent opportunity's for children to self select resources and play independently. All children are given individual attention and their needs are met.

Positive relationships exist with all parents and they express their satisfaction at the care being offered. A bi-lingual assistant has now been employed to be able to communicate more efficiently with parents and children who speak English as an additional language. Most documentation is well maintained and staff attend a variety of training courses.

What has improved since the last inspection?

At the transitional inspection staff were asked to ensure drinking water was available at all times, make reference to Ofsted in the complaints procedure, have evidence of staff being vetted, make sure there is a designated staff member for child protection and ensure parents are notified that they may have access to their child's records.

Children are now able to help themselves to water throughout the session from a dispenser, the complaints procedure makes reference to Ofsted and the designated member for child protection is Jackie Hayter. Copies of CRB Disclosures are now kept in staff files and parents are notified in the welcome leaflet that they can have access to their child's records at any time.

What is being done well?

- Staff ensure that effective use is made of the available play space at all times, therefore providing an environment that is stimulating and interesting to children.
- There are excellent opportunity's for children to self select resources and play independently.
- Children behave well within the setting in response to staff's expectations and sensitive support, effective use is made of praise and clear explanations are given to help children gain an understanding of right and wrong.

What needs to be improved?

- written risk assessments which are regularly reviewed.

Outcome of the inspection
Good

CONDITIONS OF REGISTRATION
<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
<i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i>

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
6	Ensure thorough written risk assessments are carried out and regularly reviewed.

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 Millfield Playgroup is generally good. It enables children to make generally good progress in all areas of learning.

The quality of teaching is generally good. Staff have a clear understanding of how children learn which is demonstrated through effective questioning and the planned activities provided. Children are encouraged to observe, predict and think for themselves. Toys and resources are used effectively to support children's progress towards the early learning goals and children behave well in response to staff's consistent and sensitive support. Individual learning plans are kept in order to monitor children's progress and plans of activities are effectively evaluated for planning towards the next step.

The leadership and management of the playgroup is generally good. Staff work well together as a team and an effective rota duty allows them to be clear in their roles and responsibilities as well as in the learning outcome for the children. Staff are fully involved in planning for the setting and all input is highly valued by the supervisor, although there is no system in place for staff to regularly assess their own professional development.

The partnership with parents and carers is generally good. Parents are provided with adequate information about the provision and are informed about the routines and activities, although this is not always effective as a high proportion of parents speak and read English as an additional language. Photographs are displayed to help parents gain knowledge of the foundation stage curriculum. Parents are kept updated of their child's progress through three yearly reports, record of achievements and daily discussions.

What is being done well?

- The use of number in everyday situations such as snack time.
- Children's use of their imagination during play.
- Staff's clear understanding of how children learn through effective questioning and planned activities.

What needs to be improved?

- a system which allows staff to assess their own professional development
- effective communication with those parents who speak English as an additional language.

What has improved since the last inspection?
<p>Millfield Playgroup has made generally good progress since the last inspection. The previous key issues were to provide more opportunities for children to record number through practical activities, ensure that all the desirable learning outcomes are included in the long term plans to make clear the plans the children are working towards and to review the assessment process to ensure that the children's attainment and progress is assessed towards the desirable learning outcomes, identifying what the children already know in order to be able to plan for their next stage of development.</p> <p>Evidence was seen in planning that children have ample opportunities to record number in their practical activities, all planning now includes clear evidence of the early learning goals the children are working towards and the playgroup have reviewed the assessment process to include individual learning plans for children and record of achievements, both of which are used to influence future planning.</p>

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are gaining confidence in their environment and choose to participate in the activities on offer with enthusiasm. They are encouraged to develop their own personal independence in routine activities such as pouring their own drinks at snack time and tidying away resources. Children show that they are sensitive to others needs and co-operate well in group situations. Behaviour is good.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Most children are confident to speak to others and adults during play, even when the situation is unfamiliar to them. They are given ample opportunities to recognise and read their name in routine situations such as self registration and snack time. Daily mark making opportunities are provided and children are given choice with a variety of implements including pencils and paints. Children enjoy listening to stories and handle books with care.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children are beginning to count with confidence from 1-10 and use number in every day situations such as snack time. They are introduced to simple calculation through regularly singing counting songs. A range of activities are provided which are used appropriately to develop children's understanding of shape, colour and patterns. Children understand the concept of size such as big and little demonstrated when choosing different sized hoops.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children are motivated to explore and investigate the world through a range of stimulating and interesting topics such as mini-beasts and senses. They are developing an interest in ICT equipment and are encouraged to complete a simple program on the computer. Discussions during routine activities such as snack and circle time encourage a sense of time and place. There is a commitment for children to learn about other cultures and beliefs through planned celebrations of festivals.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children effectively use a range of large and small equipment. They move with confidence and skilfully manoeuvre themselves around the room showing an awareness of personal space. They are beginning to show increasing control when using tools such as pencils, paintbrushes and scissors. Staff ensure that children develop a good understanding of health and bodily awareness through topics such as ourselves and routine hand washing.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children are provided with an appealing home corner which allows them to use their imagination well, often imitating situations they have seen elsewhere such as ironing clothes. There are regular opportunities for children to explore shape, colour and texture on a daily basis. Children enjoy singing familiar songs and learn to explore sounds through unusual and interesting musical instruments.	
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

- Implement an effective system for staff which allows them to regularly assess their own professional development within the setting.
- Ensure that all communication with parents who speak English as an additional language is effective and consistent.

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.