



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 102924

DfES Number: 596782

INSPECTION DETAILS

Inspection Date	22/01/2004
Inspector Name	Jonathon Christopher White

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Menheniot Playgroup Committee
Setting Address	The Old School House Menheniot Liskeard Cornwall PL14 3QS

REGISTERED PROVIDER DETAILS

Name	Menheniot Playgroup 1036235
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ORGANISATION DETAILS

Name	Menheniot Playgroup
Address	The Old School House Menheniot Liskeard Cornwall PL14 3QS

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

Menheniot Playgroup opened in 1985. It operates from two rooms in the old school house Menheniot. It serves the local area. There are currently sixteen children on roll age two to five years. This includes eight funded three year olds and one funded four year old. Children attend for a variety of sessions. The group currently supports no children with special needs and no children who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 09.00 to 12 noon.

One full time and two part time staff work with the children. Over half the staff have an early years qualification to NVQ level 2 or 3. One member of staff is currently working towards a recognised early years qualification. The group receives support from the Early Development and Childcare Partnership. (EYDCP) The playgroup also belong to the Playgroup Learning Alliance. (PLA)

How good is the Day Care?

Menheniot Playgroup provides a satisfactory care for children. Staff work well as a team and are confident to carry out their roles and responsibilities. Staff are suitably qualified and have a programme of ongoing development and training. There is an effective key worker system in operation. Policies and procedures are readily available. The environment is warm and welcoming for children and their parents.

Staff have a sound awareness of health and safety procedures. However suitable risk assessments are not in place. Staff actively promote health and hygiene practices as part of daily routine. Snacks are nutritious and children take turns to pour the drinks, although fresh drinking water was not in evidence in the room. Staff have a sound understanding of child protection procedures. The behaviour policy is detailed but it is not always implemented in practice.

Staff support children well and have a good understanding of each child's individual

needs. Planning is in evidence appropriate for children's learning and play. The group provide a good balance of resources to enable children to develop and make progress.

Children have a choice of free play and structured activities. The role play area well used with children dressing up and involved in imaginative and creative play. Technology is in evidence in the form of camera, microscope and musical equipment. Children also access the computer extending their listening and language skills. Resources reflecting diversity are readily accessible. Children also had the opportunity to expel excess energy by using the second room to run and use the climbing frame.

Relationships with parents are well established but not all parents are fully informed of their children's progress and abilities. They have the opportunity to talk freely to the manager or the child's key worker. Parental information is displayed in the main entrance policies and procedures are also available to them. Documentation is readily available.

What has improved since the last inspection?

At the last inspection the provision agreed to obtain fire officers advice re fire and safety and security of exit doors and ensure these recommendations are complied with; ensure there is a system for registering children and staff attendance on a sessional basis showing times of arrival and departure; produce a written complaints procedure which includes the address and telephone number of the regulator; ensure that all staff are aware of possible symptoms of children at risk and are aware of their responsibility by attending child protection training; ensure those responsible for the preparation of food are fully aware and comply with regulations relating to food safety and hygiene; produce an equal opportunities policy which is consistent with current legislation and guidance. All staff and volunteers understand and implement this policy and is available to parents; ensure all policies and procedures are available to parents; ensure accessible individual records are kept on the premises containing the name and address of the staff members, any volunteers and committee members; ensure fire extinguisher is readily available and inspection up to date; ensure a fire log book is kept; produce a written statement about special needs; produce a written statement based on the Area Child Protection procedure, it includes procedures to be followed in the event of an allegation being made against a member of staff or volunteer. These procedures are shared with parents before admission to day care.

The above actions have been completed satisfactory and are now in line with the National Standards.

What is being done well?

- Staff interact well with children they plan and organise a good quality of play and learning opportunities.
- Children have access to a broad variety of activities supporting language and

mathematical thinking.

- Good range of equal opportunities resources reflect positive images and diversity.

What needs to be improved?

- the detail of the complaints procedure
- the information provided for parents
- the staff awareness of behaviour management
- the access to fresh drinking water by children
- the system for identifying and minimising potential risk within the environment.

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
6	Conduct a risk assessment identifying actions to take to minimise identified risks inside and outside of the premises
8	Ensure fresh drinking water is available to children.
11	Develop staff's awareness and understanding of effective ways to manage children's behaviour, taking into account their age and stage of development
12	Ensure the complaints policy contains the name, address and telephone number of the regulator.
12	Provide opportunities for parents to receive regular information on their children's progress

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

How effective is the nursery education?

The provision Menheniot Playgroup makes for nursery education is generally good overall. Children make very good progress in four of the six learning areas, generally good progress in the other two. There are many very good aspects to the provision.

Overall, the quality of teaching is very good. The staff team has been re-established for a month. They deserve a great deal of credit for the very good quality learning environment they plan for the children's enjoyment. There are numerous lively, innovative and stimulating activities which are really well used to extend the children's learning and language development. Systems to record the children's attainment and progress are just being re-established. They have clearly been quite useful in the past, but are not currently effective in demonstrating the children's ongoing progress; nor are they useful in influencing plans or informing parents about their children's progress. Parents praise the group and are warmly welcomed, but they would welcome more information. The partnership with parents is generally good. Two adults working at each session, clearly meets required adult to child ratios, but does not always give staff the satisfaction of being able to support the children's learning in the ways they would wish. This can mean, for example, that their good quality interactions with children are interrupted and that behaviour management is sometimes rather negative, failing to follow the policy of the group. It also means, for example, that large physical activities and snack time routines are difficult for staff to support and use to extend the children's learning.

Leadership and management is generally good. The new committee and the staff have a clear vision of what they want to achieve, but systems are not yet in place to enable them to effectively monitor and evaluate the provision. This has resulted in the failure of the group to effectively address the key issues identified at previous inspection.

What is being done well?

- Staff plan and provide a very good learning environment with a particularly good variety of stimulating, interesting activities: the life size 'talking' robot made by the group & used to extend the children's knowledge of letters and sounds; the high quality design work with 'junk' materials and imaginative role play use all deserve particular mention.
- Children are very articulate, confident and welcoming.
- Staff often interact extremely well with children, discussing their tasks with them, extending their learning and language development very well.
- Children concentrate well and gain great satisfaction from carefully completing their tasks. Their work is carefully valued.
- Staff have high expectations of children's behaviour and progress in all areas.

- Children often cooperate well and older children are encouraged to help younger children.
- Children enjoy using the computer, often without adult support, and they demonstrate good levels of skills.

What needs to be improved?

- the attention given to ensuring that the policies adopted by the group are regularly reviewed, relevant to the setting and put into practice, particularly in terms of the Parental Involvement Policy
- confirmation that the developing systems to record the children's attainments clearly demonstrate their ongoing progress in all six areas of learning; are used to influence planning and inform parents about their children's progress
- the priority given to large physical activities in the programme provided
- consideration given to extending the staff team in order to allow them to support the children's use of the activities in the way they would wish.

What has improved since the last inspection?

Limited progress has been made with the four key issues identified at the last inspection. Two of the four remain to be addressed and are included in key issues at this inspection.

The first was to increase the staff's knowledge and understanding of the six learning areas. This has clearly been achieved and is evident from the very good quality programme planned and provided.

Another required staff to increase their knowledge of the Code of Practice on the Identification and Assessment of Children with Special Educational Needs. This has been partially addressed. Those children who may need support are identified but it is less clear that systems clearly follow the Code of Practice.

The key issue to include more opportunities for the development of large muscle skills remains. Though there are some opportunities for children to be active at every session, it remains to be confirmed that there are good links between large physical activities and other curriculum areas; that children have enough time to practise their skills and that staff monitor the development of these.

The final key issue focussed on developing the system to record the children's progress. Systems have been established and there is some evidence that these have been used in the past. Currently, with a new staff team being recently established, they fail to demonstrate the children's ongoing progress. It is not clear that information gained from staff observations is used to influence plans. It is not clear that they are effective in informing parents of their children's progress.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are very confident and welcoming. There is much delight in learning. Children concentrate well and gain great satisfaction from their achievements, which staff value and praise. There are high expectations of children's behaviour. Sometimes the staff team of two is overstretched in their efforts to support activities effectively. However, strategies, such as encouraging older children to help the younger ones, are effective and children enjoy helping.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children have very good opportunities to develop their language skills. They are articulate and carefully talk through and explain their thoughts on what they are aiming to achieve. Innovative use of a life-sized robot made by the group, complete with a tape recording of letter sounds, makes learning great fun. Children are ready to benefit from more opportunities for word recognition. Books are well used and children enjoy a range of mark making activities to foster their developing skills.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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The good learning environment supports the development of children's skills. They carefully thread, count and sort small beads; rhymes encourage them to consider concepts, such as 'one more - how many now?'; shapes are identified by touch. Displays confirm attention to mathematical development. Effective recording of children's skill development remains to be established. This means that activities are not always planned to progress individual children's skills.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children's fun in learning is ensured by their use of an investigative and exploratory learning environment, with many worthwhile activities. Work to construct models from junk materials is of very high quality, for example, when encouraged to make machines used in the home, a computer, clock and washing machine were among those produced, with a great deal of concentration, thought and discussion. The computer is also well used by the children, for example, to draw or engage in story telling.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children's small skill development is fostered very well. Careful work with small beads or containers of pulses and seeds is enjoyed. Malleable materials, sand and water are all well used. Children are developing good levels of skills with paint and pencils. There are opportunities for children to be active at every session, but large physical skills are less well linked with other curriculum areas. There is too little evidence that children have good opportunities to practise their skills.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children's own imaginative and creative ideas are fostered very well. There are good links, for example, to work in knowledge and understanding of the world, with the computer used for drawing, and the designing and making activities. Role plays areas are imaginatively supported. Children are wondering if their robot may move and they verbally encourage it to produce sounds! There are very many tactile and stimulating activities to encourage the children's creativity. Their work is valued.

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

- review and update the group's policies and ensure that they are followed in practice.
- ensure that records clearly demonstrate the children's ongoing progress in all aspects of the six learning areas and that they are used to influence plans and to regularly inform parents about their children's progress;
- give greater priority to the provision of large physical activities in order to give children regular opportunities to practise and develop their skills.

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.