



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 205313

DfES Number: 510764

INSPECTION DETAILS

Inspection Date 25/11/2003
Inspector Name Elizabeth Margaret Wilkes

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Bredon Playgroup
Setting Address Church Rooms
Monks Close, Bredon
Tewkesbury
Glos
GL20 7LG

REGISTERED PROVIDER DETAILS

Name The Committee of Bredon Playgroup

ORGANISATION DETAILS

Name Bredon Playgroup
Address Church Rooms
Bredon
Tewkesbury

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

Bredon Playgroup opened in 1992. It is a voluntary run group that meets in a church room in the village of Bredon, about four miles from Tewkesbury. The playgroup serves the local area.

There are currently 19 children from 2 to 4 years on roll. This includes eight funded three year olds. Children attend for a variety of sessions. The setting supports children with special needs and those who speak English as an additional language.

The group opens five days a week during term times. Sessions are from 09:00 to 12:00 Monday, Thursday and Friday, 09:00 to 15:00 Tuesday and 09:00 to 12:30 on Wednesday.

There are six part time staff that work with the children, half of these have early years qualifications to NVQ level 2 or 3. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Bredon Playgroup provides satisfactory care for children. A cheerful atmosphere has been created with colourful displays for children and parents. Regular outings are undertaken to compensate for the lack of a dedicated outdoor play area and children play outdoors most days dressing, appropriately for the weather. Effective staffing arrangements and parent help ensures children are well supported. Policies and procedures are comprehensive, however, all adults are not familiar with them. There are omissions in some of the records including important information about the individual child.

Staff provide a range of equipment and activities for the children which covers all areas of their development. There is a good range of floor and table toys which are set out invitingly although the variety of playthings providing positive images of

culture, gender, disability is limited. Staff create a calm atmosphere which encourages positive behaviour. Staff are good role models and have realistic and consistent expectations of children's behaviour. They are aware that some children have special needs in the short or longer term and support these children well. Equality of opportunity is promoted for both children and adults.

All staff, including rota parents, are very aware of existing significant hazards and take practical steps to reduce risk. However, the staff's awareness of potential for harm has limitations. There is a good awareness of illness. Hygiene standards with regard to nappy changing are poor. Children are provided with suitable snacks and select and pour their own drinks at snack times, choosing from healthy options.

The partnership between parents and staff is good. Staff regularly discuss children's progress with parents. Parents demonstrate a commitment to the group and are willing to join the committee or help during the sessions. The responsibility of parent helpers is made clear in an informative leaflet.

What has improved since the last inspection?

At the last inspection the group agreed to develop documentation in order to improve practice.

Policies and procedures are now in place, which improves children's safety, raises awareness of equality of opportunity for all and contributes to the smooth running of the group.

What is being done well?

- Staff and parent helpers are well deployed, clear about their roles and able to share tasks appropriately. A helpful framework is included in the parents' Welcome Pack and is on display. It outlines the contribution rota parents can make to children's play and to the session.
- There is a well-rounded equal opportunities policy, which is put into practice by staff and committee. Children are encouraged to recognise differences between individuals, and adults and children have mutual respect.
- Staff show a good awareness that some children have special needs. They work well with parents and others to provide any special support required so that children progress in their development.
- Parents are very involved in the setting both on the committee and during sessions. They receive a newsletter each term from staff with information linking themes and activities to areas of learning. They provide staff with good information about their children.

What needs to be improved?

- adult knowledge of the operational plan, policies and procedures

- the range of playthings reflecting disability, culture and gender
- awareness of potential hazards both in and outdoors and safety records
- arrangements for changing nappies with regard to privacy and standard of hygiene
- record keeping in order to meet the requirements of the National Standards

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 must take the following actions by the date shown

Std	Action	Date
14	Obtain personal details for every child attending the setting and contact details for the registered body.	15/12/2003

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
6	Raise awareness of potential hazards and record these in the risk assessment with action taken to minimise risk.
7	Review the arrangements for changing nappies to improve hygiene standards and privacy.
14	Improve knowledge of record keeping required by the National Standards and implement all aspects.

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

How effective is the nursery education?

Bredon Playgroup provides generally good nursery education where children enjoy learning through a wide range of stimulating and interesting activities and experiences. Children are making generally good progress towards the early learning goals.

Teaching is generally good with some very good aspects. The key strengths in personal, social and emotional development are due to skilful, caring interactions of the staff engaging children in conversation and fostering their self-esteem. The children are forming good relationships with staff and each other. The staff plan an appropriate range of interesting activities and the children gain excellent insight into the natural world around them with frequent walks and associated activities. They also learn about cultures and beliefs of others.

Children are encouraged to express their ideas, and frequently and independently use their imagination. They respond to adult enthusiasm, but there are sometimes missed opportunities by staff to encourage or extend children's learning. Children cannot always freely choose their craft materials and there are limited experiences to progress in Information Technology. Children construct with purpose and learn how things change. They learn how to handle tools with safety, for example, hammer and nails.

Leadership and management are very good. Much of the success of the setting is due to good leadership and effective communication between staff, committee and parents. This ensures a very strong commitment by all to the care and education of children.

The partnership with parents and carers is very good. Parents are kept well informed about the playgroup. Parents are very involved in the playgroup and in their children's learning as a result of encouragement by the group.

What is being done well?

- Children's personal, social and emotional development is very good. They are happy and involved, and learn right from wrong. They are learning to share, to take turns and to be polite and helpful towards each other.
- Staff are good, positive role models, setting a high standard of behaviour for themselves and the children. Staff use praise and encouragement and, as a result, children want to learn and are well behaved.
- Children gain excellent insight into the natural world around them through enthusiastic and knowledgeable staff who take them on frequent walks around the setting. They listen look and touch as they find out about living things.
- Staff and committee communicate effectively, working as a team,

encouraging parental involvement to ensure commitment to providing good care and education for all children.

What needs to be improved?

- the organisation of resources and activities to encourage children's learning particularly in writing
- the organisation of resources to promote free creative expression of children and facilitate free choice of materials
- resources and staff understanding to promote children's learning in the use of Information Technology.

What has improved since the last inspection?

The setting has made generally good progress since the last inspection. Children have equality of access to the planned areas. Children are absorbed and not distracted. Good opportunities are planned by staff to ensure children have many opportunities to look at books with enjoyment. However, although opportunities are provided to support four-year old children in writing their names, there are missed opportunities to encourage three-year old children to practise writing and the writing table is under used.

A good key worker system has been put in place with effective feedback, which ensures that the progress of children's learning is closely monitored.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children make very good progress in personal, social and emotional development. They are interested, excited and motivated to learn. Their behaviour is good and they concentrate and sit quietly when appropriate. They show confidence and independence in selecting and carrying out activities. They are developing awareness of their own needs. They are learning right from wrong and consider the consequences of their actions, for example, the safe way to carry a chair.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children make generally good progress in communication, language and literacy. Many children are using language for thinking and organising experiences, and are extending their foreign vocabulary. Children do not, however, always develop their early writing skills, but they develop their reading skills as they absorb themselves with enjoyment in books. Many children recognise their names, some recognising the names of others. They listen with enjoyment to stories, songs and rhymes.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children's progress in mathematical development is generally good. Children show enthusiasm in counting in familiar contexts and through songs. They learn to compare numbers through solving everyday situations such as the correct number of chairs. They learn to resolve problems about size and quantity through practical everyday activities such as in pouring their own drinks, although they do not always extend their understanding of, for example, shape and position.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children's progress in knowledge and understanding of the world is generally good. Children gain excellent insight into the natural world and sense of time and place through numerous walks to the school playing fields and churchyard. They gain good insight into their own cultures and beliefs as well as those of others through projects. Children's use of Information Technology however is restricted. They construct with purpose and learn how things change.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children make generally good progress in physical development. Children move freely, with pleasure and confidence during frequent outdoor activities. There are limited opportunities to develop skills required on wheeled toys, but children are using an appropriate range of large and small equipment and move with control and coordination. They are learning to handle tools with safety, for example hammer and nails. They learn about the importance of hygiene and why they wash their hands.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children's progress in creative development is generally good. Children explore and enjoy sound through a range of musical instruments as well as through song. They use their imagination independently through numerous role play opportunities and respond well to adult enthusiasm. They are not always able to choose their craft materials freely. They are learning about their senses through a wide range of frequently planned activities such as walks and cooking.

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

- offer increased opportunities to encourage and extend children's early writing skills and to allow children more choice in creative activities
- plan a range of activities that allow children increased access to Information 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.