



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 113638

DfES Number: 511286

INSPECTION DETAILS

Inspection Date 14/07/2003
Inspector Name Barbara Brooker

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Penhill Playgroup
Setting Address Guide Hall
Penhill Road
Lancing
West Sussex
BN15 8HA

REGISTERED PROVIDER DETAILS

Name Penhill Playgroup 1001217

ORGANISATION DETAILS

Name Penhill Playgroup
Address 5 Penhill Road
Lancing
West Sussex
BN15 8HA

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

Registered charity number: 1001217

The pre-school was established over 20 years ago, and is situated in a Guide Hall in Lancing. It has close links to the school it feeds. The group is managed by a committee of parents and run by pre-school staff. The pre-school is registered for 26 children between the ages of 2 to 5 years and is open from 9 am to 12 noon Monday to Friday and Wednesday afternoons from 12:30 pm to 2:30 pm, term time only. There are 19 funded three year olds, 18 funded four year olds. There are six children with special needs. One child has English as an additional language. The children have the use of a large hall and a grassed and paved outdoor play area.

There are five members of staff plus a volunteer. There are normally four staff on duty at all times All permanent members of staff have relevant child care qualification, four staff have current first aid certificates. The pre-school has a budget to sponsor staff who wish to improve their qualifications.

How good is the Day Care?

The Pre-School provides good quality care for children.

The premises are clean and welcoming, with colourful posters and children's art work displayed. Children have the opportunity to choose freely from a variety of good quality equipment to enable them to develop their gross motor and manipulative skills. Children have freedom of movement in the hall and in the outside play area. At story time more effective deployment of staff would insure that children are directly supervised and occupied. Clear concise documentation is in place.

Safety is of a good standard, but some measures need to be put in place to safe guard the children when using the outside play area. Staff are sensitive to children's needs and treat them with respect and as individuals. The high standard of adult interaction ensures that all children, including those with special needs, make full

use of the activities and learning experiences provided. Children are encouraged to share their toys and consider the feelings of others. Staff have clear expectations for appropriate behaviour, which is generally good. The staff actively promote personal hygiene with the children. Staff have first aid training. Staff have attended Child Protection training.

High priority is given to personal and social development of the children, with particular emphasis on developing confidence and independence. Children are happy and confident and demonstrate good oral literacy, and numeric skills during their activities.

Partnership with parents is a strong feature of the playgroup. Staff create a warm caring atmosphere in which parents feel welcome. There is a very good system of information sharing, regular news letters and daily discussion. Parents have regular access to their children's records and their own observations are carefully noted.

What has improved since the last inspection?

A record of visitors to the premises was asked for at the last inspection. A visitors book has been provided.

A complaint procedure was asked for at the last inspection. A complaints procedure in place informing parents of the regulators address and telephone number.

What is being done well?

- Children are encouraged to be independent by finding their own name cards and serving themselves to fruit and drink. (Standard 3)
- Staff are active in promoting good hygiene practices for children in their care, ensuring their well being. Staff are friendly approachable and welcoming, and are sensitive to the children's personal needs. (Standard 7)
- Staff are fully involved in the care of children with special needs, both with the parents and other relevant parties. (Standard 10)
- Staff praise and encourage children to help them behave well. (Standard 11)
- Regular exchange of information ensures that staff are working in partnership with parents to meet the children's needs. (Standard 12)

What needs to be improved?

- the safety in the outdoor area, regarding security; (Standard 6)
- the organisation and deployment of staff at story time; (Standard 3)
- room temperature, to ensure maintenance of a comfortable temperature, (Standard 4)

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
2	Ensure staff are effectively deployed to meet the children's needs
4	ensure that the premises are maintained at an adequate and comfortable temperature
6	make sure that the outside play area is secure and that children are unable to leave them unsupervised

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

How effective is the nursery education?

Penhill Playgroup offers good quality nursery education and children are making generally good progress towards the early learning goals.

Teaching is generally good. Staff use a wide range of resources effectively to support children's learning. Staff offer excellent support to children with special educational needs and their families. They liaise well with other agencies and make detailed observations and assessments. They are experienced at supporting children with English as an additional language. Some plans contain insufficient detail and do not show what children are to learn, what they have achieved and what they will do next. Children's records are not used in planning the next stage of their learning. Staff do not always encourage non-stereotypical play. Story and group teaching times do not fully engage all children.

Leadership and management is generally good. The committee delegates responsibility for the day-to-day running of the playgroup to the supervisor who creates a stable team of staff who work well together. She encourages staff to undertake regular training to enhance their skills. Induction systems are informal. The supervisor creates good relationships with the school including sharing training and with the wider community.

Parents receive an informative prospectus which tells them where and how to access all policies and procedures. Ongoing information is given via a noticeboard and regular newsletters. Parents feel that staff are approachable and always have time for them. They feel their children are happy and do well. Staff offer a formal consultation each term where parents are invited to contribute to their child's written records. Two complementary records are maintained on each child. One linked to the Foundation Stage is passed on to the school, and an observational celebration of development and achievement is given to the parents when the child leaves.

What is being done well?

- Staff plan a wide range of interesting topics and use a range of resources to help children learn.
- Staff support children with special educational needs and their families very well.
- Staff maintain good systems for recording children's progress and parents are encouraged to contribute to the record of their child's development.
- Staff create a very strong partnership with parents who receive good quality information about the playgroup.

What needs to be improved?

- planning and assessment to include what children are to do and learn, what they achieve and what they will need to do next, especially in literacy, mathematics and technology;
- the organisation of storytime and teaching groups to ensure the needs of all children are met.

What has improved since the last inspection?

The playgroup has made generally good progress since the last inspection. All staff have received basic training in the Foundation Stage and planning and recording systems are being developed to ensure continuity for children as they transfer from playgroup to school. Children now have access to remote controlled toys but plans do not show how available resources are used to enable children to understand about technology and how things work.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Most children are cooperative and enthusiastic, they take turns, negotiate during role play and approach adults and other children confidently. Staff encourage personal independence; children serve themselves at snack time and manage their own personal hygiene well. The organisation of story and singing time does not fully meet the needs of all children. Staff do not always ensure that children learn how to care for equipment.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children learn about reading through sharing books with staff and enjoy recognising their own names at snack time. Staff provide meaningful writing activities which are well incorporated into children's play activities. Plans do not show how children progress along the stepping stones towards reading and writing. This limits the value of some activities, for example water painting could be used to practice letter formations on a large scale.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Staff use incidental opportunities well to extend children's understanding of numbers and mathematical concepts. However, plans do not show how children make progress and develop their mathematical understanding.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Some topics are supported by detailed plans showing clearly how children progress along stepping stones through a wide range of interesting activities, for example the topics on 'Chinese New Year' and 'Walking to Playgroup'. However, unfocused plans for some activities restrict children's opportunities to explore, experiment, plan and make decisions. There are insufficient opportunities to use and explore technology, for example finding out how torches work or operating tape recorders

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Staff provide a good range of equipment for physical play for climbing, sliding balancing etc and for children to learn to throw and catch. There are very good opportunities to develop fine motor skills across a wide range of interesting, planned activities.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Staff plan and provide an interesting range of craft activities on both large and small scales but they are not always sufficiently well organised to allow all children to participate fully or to encourage children's independence. Some topics allow very good opportunities for children to respond in a variety of ways for example through taste, smell, hearing, touch etc.

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 planning and assessment to include what children are to do and learn, what they achieve and what they will need to do next, especially in literacy, mathematics and technology;
- improve the organisation of storytime and teaching groups to ensure the needs of all children are met.

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.