



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 101562

DfES Number: 516960

INSPECTION DETAILS

Inspection Date 24/06/2003
Inspector Name Nigel Lindsay Smith

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Coaley Playgroup
Setting Address Coaley Primary School
The Street, Coaley,
Dursley
Gloucestershire
GL11 5EB

REGISTERED PROVIDER DETAILS

Name The Committee of Coaley Playgroup

ORGANISATION DETAILS

Name Coaley Playgroup
Address Coaley Primary School
The Street, Coaley, Dursley
Glos
GL11 5EB

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

Coaley Playgroup opened in 1994. It operates in the playgroup room and hall at Coaley Primary school in Gloucestershire, The playgroup serves Coaley village and surrounding areas.

There are currently 17 children from two to five years on roll, this includes funded three and four year olds. Children attend for a variety of sessions.

The group opens four days a week during school term times. Sessions are from 08.45 to 12.00. Children with special educational needs are supported.

Four staff work with the children. Over half have early years qualifications to NVQ level 2 or 3. The setting receives support from a teacher from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Coaley Playgroup offers good quality care for children.

The staff are appropriately qualified and experienced. They have an effective induction system for new employees. They organise the premises and equipment to provide children with a welcoming environment. They have a good range of equipment for indoor and outdoor play. They maintain an appropriate range of records, policies and procedures.

Staff have effective procedures to ensure children's safety. They promote good hygiene and take steps to avoid children catching infection and illness unnecessarily. They have satisfactory arrangements for ensuring that children have snacks, although children's social skills could be further developed by helping to serve them. They have an appropriate awareness of the need to protect children.

Staff interact positively with children and provide them with an appropriate range and variety of activities within a relaxed environment. The children are happy and

interested in the activities. Staff take account of any cultural or religious needs that children have and provide a good range of equipment and activities to familiarise all children with their wider community. Staff put into practice their procedures to include children with special needs, for example by making adaptations in the toilets. Staff manage children's behaviour effectively and consistently, so that children are well behaved.

Staff make a good range of written information available to the parents, including policies and newsletters. Parents can contribute to the running of the playgroup through membership of the management committee. They are able to assist with the playgroup sessions through participation in the parent helper rota.

What has improved since the last inspection?

There were no actions made at the previous inspection.

What is being done well?

- The programme of activities is very good. Staff use themes, for example the "Handa's Surprise" story, to cover a wide range of topics and skills for the children. The children are fully involved in the activities, and recall them with enthusiasm.
- There are comprehensive policies for all safety issues. Staff give high priority to children's safety.
- Staff manage children's behaviour well. They provide clear boundaries which are understood by the children, and appropriate praise. Consequently they provide a caring environment where children display good social skills.

What needs to be improved?

- the children's involvement at snack-time.

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
8	Further promote children's independence by involving them in serving the snacks.

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

How effective is the nursery education?

Coaley Playgroup provides very good nursery education. The children are making very good progress towards the Early Learning Goals in all six areas.

Teaching is very good. Staff place an emphasis on themes, linking a range of activities to them which engage the children well and which extend their learning. Staff are supportive to children in the activities, and where appropriate they allow them to develop role play and use their imagination. Staff tell stories very well, involving all of the children. Behaviour management is very good. Detailed plans are well linked to assessment and are reviewed, ensuring that children's needs are met.

Leadership and management of staff is very good. Staff work well together, sharing some responsibilities and delegating others. They ensure that the rooms and outside areas are well-organised. Most of the staff hold qualifications and there is a comprehensive induction system. They have built an effective partnership with staff at the village school to ensure coordination in the Foundation Stage.

The partnership with parents is very good. Staff give good information about the setting, and the Foundation Stage. Parents contribute to their children's initial assessment and receive regular reports about their ongoing progress. In discussion and written feedback parents are pleased with the range of topics, creative and interactive play, and the support given to children.

What is being done well?

- Children are confident, interested in learning, well-behaved and co-operative. Consequently they make good progress in all six areas of learning.
- Staff provide a wide range of interesting activities and support the children well.
- Staff have good knowledge of the Early learning goals, and plan and assess effectively.
- Leadership is strong and this is exemplified by close links with the primary school head teacher.
- Staff liaise well with parents concerning children's needs and progress. Parents are very pleased with the quality of provision provided for the children.

What needs to be improved?

- children's involvement in serving snacks.

What has improved since the last inspection?

At the last inspection there were no significant weaknesses found, but there were two points for development:

"Develop activities to enable children to extend their understanding of the association of the sounds with patterns in rhymes, syllables, words and letters".

The setting has made very good progress. They have obtained additional materials, for example CD Roms and rhyming story books. There are topic tables relating to rhymes, and use of playground rhymes and games.

"Build upon the firm foundations already established and continue to develop the assessments of children's attainments and progress."

The setting has made very good progress. They have continued to develop their assessment tools and are currently using a new system used widely in Gloucestershire.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress in personal, social and emotional development. They behave well and are familiar with the routines. They help with tidying up and make their way to the next activity, although they are not regularly asked to help with serving their snack. They are independent, can make choices and can work alone. Children demonstrate confidence when in the group. children can express ideas, such as what is their favourite activity.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are making very good progress in communication, language and literacy. They have a good command of language and use it to initiate conversations with adults and each other. They have regular opportunities to use writing materials, for example writing tickets in the "travel agent". Most children can write their own name. Staff use a variety of opportunities to introduce letter sounds. Children enjoy stories and can recall them. They handle books and can sustain their interest.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress in mathematical development. They enthusiastically respond to opportunities to count. They compare sets of numbers, for example of different groups at snack time, saying "they've got five and we've got five - it's a draw". Children show interest and competence in completing mathematical computer programmes. Children identify shapes and enjoy discovering patterns through activities and using their imagination to describe the shapes.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are making very good progress in knowledge and understanding of the world. They carry out experiments, for example with water and ice, and bicarbonate of soda "volcanoes". They learn to use a variety of items including computers, binoculars and woodwork tools. Children learn about their local community through visits from a range of adults, including a fire officer and a hairdresser. They become aware of a range of cultures by learning about festivals.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress in physical development. They move confidently in a variety of ways in different spaces, for example they throw and catch, and learn to balance items. Children learn spatial awareness from each other by using large equipment such as a slide and a cube. They make well-coordinated use of wheeled toys. They can manipulate small tools such as pencils and paint brushes.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children are making very good progress in creative development. They explore colours, for example when making a batik design a child said "that colour was in a jug before." They enthusiastically take part in a range of activities relating to the current theme, for example following the story "Handa's Surprise" they wove baskets, handled, smelt and painted tropical fruit. They sing regularly and use a range of musical instruments, some home-made.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- Further increase children's independence by giving them opportunity to assist with the serving of snacks.

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.