



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 139068

DfES Number: 532830

INSPECTION DETAILS

Inspection Date	10/11/2003
Inspector Name	Jean Williams

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Lollipops Playgroup
Setting Address	Scout Hut Derwent Drive Hayes Middx UB4 8DR

REGISTERED PROVIDER DETAILS

Name	Ms Carol Smith
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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

Lollipops Playgroup opened in 1988. It operates from one main room of a single storey building that is a Scout hut situated in a residential area of North Hayes. The setting also has the use of the kitchen, toilets and some storage facilities. The playgroup serves families mainly from the local area. The setting is within easy reach of local shops, libraries and schools as well as being near to public transport services to the immediate area.

There are currently 65 children from 2 to 5 years on roll, this includes 21 funded 3 year olds. There are no funded 4 year olds attending the setting at the present time. The group operates Monday to Friday in term time, sessions are held in the morning from 09:30 to 12:00, with afternoon sessions on Monday and Thursday from 12:15 to 14:45. Children attend for a variety of sessions.

The group supports children who have special needs and children who speak English as an additional language.

The playgroup has three full time members of staff and three members of staff who work part time, two full time members of staff have an early years qualification. The setting provides placements to students who are attending early years training courses.

The group receives support from a teacher from the Early Years Development Childcare Partnership.

How good is the Day Care?

Lollipops Playgroup provides satisfactory care for children. The leader and deputy have relevant childcare qualifications and ensure ratios of staff to children are maintained. The staff provide a warm welcome to parents and children, the room is prepared with activities ready for their arrival. The setting has a wide variety of toys that have the potential to provide children with balance and stimulation. The group keeps some records as required, they need to ensure that children's and staff's

times of attendance are included in these records as well as the records of children's developmental progress.

Staff ensure that the premises are safe and that health and safety requirements are adhered to, there are strategies in place to ensure children are protected from adults who have not been vetted. Staff give positive role models to children and manage behaviour in a way that is appropriate to their age and understanding. Staff have an understanding of the possible signs and symptoms of child abuse and an awareness of the procedures to follow, these need to be shared with parents so that they are aware that the setting has a duty of care to the children that attend the group.

Staff have good relationships with children, they need to ensure that the children are extended in their learning by providing more challenges within the activities offered and to question them to enable them to problem solve and develop their thinking processes. The setting has cared for children in the past with special needs and have links with other professionals, staff ensure that all children have equal access to the setting and the activities.

The group encourages partnership with parents, they need to ensure that parents are fully informed about the activities offered within the group and their children's developmental progress.

What has improved since the last inspection?

At the last inspection the playgroup was asked to:

Ensure that a system is in place to manage access to the building and to ensure that a record of visitors is kept.

Ensure that written parental permission to administer medication is in place and that any medication administered is recorded and the entry is signed by parents.

Ensure that the first aid box is maintained as necessary.

Produce a written statement that states the methods used to manage children's behaviour this should include bullying.

Devise a procedure to follow in the case of an allegation of child abuse being made against a member of staff.

The above actions have been completed and are in place.

What is being done well?

- The manager ensures that children are protected from people who have not been vetted.
- The group has a variety and balance of toys that meet the needs of all the children and are easily accessible to the children.

- There are good arrangements in place to ensure children are safe whilst on the premises.
- Staff are aware of children's individual needs.
- Strategies to manage behaviour are in place, they are appropriate for the age and understanding of the children.
- Staff have positive relationships with parents and welcome their participation within the group.
- Staff are aware of the child protection procedures to follow and have an awareness of the possible signs and symptoms of abuse.
- Records pertaining to the care and welfare of the children are in order.

What needs to be improved?

- the information provided to Ofsted.
- the written procedures for lost and missing children.
- the recording of the children's and staff's times of attendance at the setting.
- the records of children's developmental progress, and arrangements to share these with parents.
- the opportunities for children to experiment and extend the activities offered.
- the arrangements to share child protection procedures with parents.

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
1	Ensure Ofsted is informed of relevant changes	12/12/2003
2	Devise a policy to cover the procedures for lost or missing children	12/12/2003

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

Std	Recommendation
2	Record the hours of attendance that children and staff are present at the setting
3	Ensure that children's developmental progress is recorded, and shared with parents
3	Ensure that children have opportunities to extend and experiment within the activities offered
13	Ensure that there are arrangements in place to share information with parents about child protection procedures

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

How effective is the nursery education?

Lollipops Playgroup provides children with opportunities to make limited progress towards the Early Learning Goals. The children are making generally good progress in personal, social and emotional development.

Whilst the staff develop appropriate relationships with children, the quality of teaching has significant weaknesses due to the staff's lack of knowledge of the early learning goals and their inability to provide the children with opportunities to extend and experiment within the activities they provide.

The lack of assessments and the limited planning that takes place mean that staff are not providing activities that build on children's prior knowledge and skills, which inhibits the children's developmental progress.

Staff manage children's behaviour well.

The leader has updated her child care qualifications in line with Ofsted requirements, and has a commitment to improve the care and education for children who attend the setting. However the leadership and management within the setting has significant weaknesses. The leader has not been successful in encouraging the staff team to gain knowledge of the early learning goals which reflects the quality of teaching and the planning within the playgroup.

There are no procedures in place to monitor and evaluate the setting or the children's developmental progress. Some actions from the previous inspection report are still outstanding.

Partnership with parents is generally good. Parents are invited into the setting and are encouraged to participate in the parents rota, there is a designated notice board that contains current, relevant information. Interaction between staff and parents is generally good. Information of their children's developmental progress is not shared with parents.

What is being done well?

- Children have good personal and social skills, they are able to play independently and in small groups, their behaviour is good.
- There is good interaction between staff, children and parents.
- Parents are welcome into the group at any time

What needs to be improved?

- the planning of the activities.
- the recording of children's developmental progress.
- the monitoring and evaluating of the activities offered in order to influence the planning and further the children's developmental progress.
- the staff's knowledge of the early learning goals and the stepping stones.
- ensure staff provide more challenges for the children through teaching strategies and activities.
- the opportunities for children to express themselves through creative activities including music.
- develop the programme for physical development.

What has improved since the last inspection?

The staff have developed a special needs policy.

The resources to provide positive images have been increased, children have access to a variety of toys that promote positive images and contain scenes that they familiar with.

The staff have improved the layout of the book corner which means that children have easier access to the books.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are making generally good progress in this area, their behaviour is good, they are interested in the activities offered they take turns and share. Children are developing positive relationships with their peers and staff. Children are comfortable and confident in their environment and able to make their needs known. The children are able to sit and listen and follow simple instructions. Children need to develop independence by pouring their own drinks and helping themselves to snacks.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Significant Weaknesses

Children's developmental progress in this area is limited. Children use books well and enjoy stories and rhymes, their access to factual and reference books is limited. Poor quality of teaching means that children are not given sufficient opportunities to write their names or make their own mark, a range of writing materials is not offered. Children do not have opportunities to match sounds and letters or use phonics. Examples of writing around the room are limited.

MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

There are significant weaknesses in this area. Children are able to say and use number names when counting. Some children are able to count to ten and add and subtract, as well as naming some shapes. Poor quality of teaching means that children are not given opportunities to compare and contrast or make simple patterns or sequences. Staff do not make full use of mathematical language or question children during activities, the equipment is not used to its full potential.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Significant Weaknesses

Children's developmental progress in this area is limited, they have opportunities to garden and use natural materials but do not follow the activity through to observe the changes or question how things work. The setting has increased its resources that reflect positive images but do not use them in every day activities or in discussion. Little opportunity to discuss events past and present or to talk about their sense of place and the local community around them.

PHYSICAL DEVELOPMENT

Judgement: Significant Weaknesses

There are significant weaknesses in this area. Children are able to move confidently and safely, they have access to a range of sit and ride toys and a trampoline. They are able to use footballs but there was no evidence of them throwing and catching bean bags, small hoops or small balls. There is no planning in place for physical play. Children were not seen to experience obstacle courses where they have opportunities to balance, climb up, over or through equipment or to run and jump

CREATIVE DEVELOPMENT	
Judgement:	Significant Weaknesses
	Children's developmental progress in this area is limited. Children have too few opportunities to develop their creativity, activities seen were directed, resources limited and prescriptive. Children have opportunities to role play, the props provided were limited and poorly presented due to lack of planning and staffs lack of understanding. Children sing simple songs, there is no evidence of children playing musical instruments or listening to sounds and music to develop their sense of rhythm.

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

OUTCOME OF THE INSPECTION

The provision is acceptable but has some significant areas for improvement. Children progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- ensure that activities are planned and influenced by the children's developmental progress records
- ensure that children's developmental progress is recorded and used in the planning process.
- ensure that the activities are monitored and evaluated in order to further the children's developmental progress.
- ensure that the staff gain knowledge of the Early Learning Goals and the Stepping Stones.
- ensure staff provide more challenges for the children through teaching strategies and activities
- ensure that children have opportunities to express themselves through creative activities.
- ensure that the programme for physical development is in place

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.