



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 101723

DfES Number: 519024

INSPECTION DETAILS

Inspection Date 09/11/2004
Inspector Name Sue Davey

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Tutshill Playgroup
Setting Address War Memorial Hall
Coleford Road, Tutshill, Chepstow
Gwent
NP16 7DJ

REGISTERED PROVIDER DETAILS

Name The Committee of Tutshill Playgroup

ORGANISATION DETAILS

Name Tutshill Playgroup
Address War Memorial Hall
Coleford Road, Tutshill, Chepstow
Gwent
NP6

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

Tutshill Playgroup opened in 1971 and operates from the village War Memorial Hall. The village is situated just outside Chepstow. There are two halls used for children's play activities and a fully enclosed outside area with safety surfacing. A maximum of 28 children may attend the playgroup at any one time. Sessions run from 09.15 to 12.10 on each weekday morning except Tuesday. There are afternoon sessions held on Tuesday and Thursday temporarily during the Spring and Summer terms.

Currently there are 27 children on roll. Of these 21 children receive funding for nursery education. Most of the children come from Tutshill and the surrounding villages. The playgroup supports children with special needs and who speak English as an additional language.

There are five members of staff who work with the children. The leader holds a level 3 qualification in childcare and education and the deputy is currently working towards the same. One playgroup assistants holds a level 2 qualification and others are working towards them. Most staff have received training in paediatric first aid. The playgroup have close links with Tutshill Primary School where most children will attend.

How good is the Day Care?

Tutshill Pre-school provides a good standard of care for children. The voluntary parent committee provide excellent support to the staff and encourage their ongoing professional development. Staff are experienced, enthusiastic and well organised. The staffing levels are good and all children are well supported. Staff make best use of the building to provide an attractive space for children to play and learn. There is a wide range of resources to encourage children's development in all areas of learning. All regulatory documentation is in place, although some lacks the necessary detail.

Staff take action to make sure children are safe indoors and outside. The risk assessment identifies potential hazards in some areas. Staff encourage children's

independence with personal hygiene and maintain a healthy environment. Snacks are varied and nutritious. Good account is taken of children with allergies or specific dietary requirements. Most staff hold a first aid certificate and there are sound procedures for administering medication if necessary. All staff are aware of their responsibilities regarding child protection.

All children have equal access to toys and resources and staff provide a range of activities and outings to promote their all round development. Staff observe and interact with children to help them to plan for the next steps in their learning. Children are well behaved in response to staff's positive approach. They are encouraged to talk through problems as they arise and find amicable solutions. Encouragement for children to explore their own interests and develop their own ideas is very good.

The playgroup promotes parental involvement. Staff build positive relationships with parents and encourage them to help with the sessions on a rota basis. Information is obtained to make sure that children are cared for according to parent's wishes. Staff talk to parents on a daily basis about their child's wellbeing and achievements.

What has improved since the last inspection?

At the transitional inspection there were three actions raised about documentation. The playgroup were asked to (i) develop a policy regarding the administration of medication; (ii) keep a record of significant incidents and (iii) include contact details of Ofsted in the complaints procedure.

Since that time all areas have been addressed. Parents are required to complete a form giving permission and specific details for medication to be administered. There is an incident book in place and parents receive details about Ofsted should they have reason to complain about the service.

What is being done well?

- Staff interact well with children and encourage them to extend their own ideas. They have a positive attitude and show great interest in what children say and do.
- The premises have been organised to provide a safe, interesting and stimulating environment for children indoors and outside.
- Good use is made of the local area. Children are taken on regular trips to the park, field and village school.
- Staff are keen to attend training and update their knowledge and understanding of childcare and education.

What needs to be improved?

- the written risk assessment to include outings, the outside area and specific activities that may present a hazard to children

- the child protection policy to include a procedure to follow should an allegation of abuse or neglect be made against a member of staff or a volunteer working on the premises.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

Ofsted has not received any complaints about Tutshill Playgroup.

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
6	Further develop the risk assessment to include outings, specific activities and the outdoor area.
13	Update the child protection policy to include a procedure should allegations be made against staff or volunteers.

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

How effective is the nursery education?

Tutshill Playgroup provides high quality nursery education overall and children are making very good progress towards the early learning goals.

The quality of teaching is very good. The experienced and enthusiastic staff provide a stimulating learning environment for children. They plan interesting activities and set out good resources. The daily routine includes a good balance activities indoors and outside. However, there is scope to improve the organisation of snack-time. Staff interact with the children really well and are alert and sensitive to their individual needs. They ask questions to make children think and positively encourage the children's own ideas. Staff record their observations of children's development and use this information to plan the next steps in their learning, however the format does not show progress at a glance. They gather fresh ideas from of a wide range of resources and meet regularly with the local primary school reception teacher.

Leadership and management of the group is very good. Staff are well supported by the voluntary committee who encourage their training and professional development. The playgroup leader is a good role model and staff work together effectively as a team. The leader meets regularly with staff to plan activities and specific events. She makes weekly evaluations to monitor the effectiveness of the provision. The new committee have an action plan for further improvements such as, staff appraisals.

The playgroup's partnership with parents is very good. They use many strategies to involve parents with their child's education. These include: helping with the sessions and borrowing books or a teddy bear to share with children at home. Staff regularly talk to parents about their child's achievements. They keep a record of children's progress which is shared with parents on request and finally presented to them when their child leaves the group. However the format of these records is due for review.

What is being done well?

- The range of activities, indoors and outside, provides a good balance across all areas of learning. Children have good access to resources, many of which they select for themselves.
- The support children receive from staff to extend and develop their ideas is excellent. Children are encouraged to make their own props and use resources to enhance their imaginative play.
- The interaction between staff and children is very good. Staff are attentive and alert to the learning potential of each activity including routine tasks.
- The programme of activities for children to learn about their environment is very good. They make regular trips to the park, field and local school. They

collect natural materials, record bird song and join in with some school activities.

- Parental involvement is a strength of the group. Parents serve on the management committee, helping to raise funds and supporting the playgroup staff. Most parents help with sessions on a rota basis; they accompany children on outings; provide cookery and drama activities and puppet workshops. Taking home Thomas the bear and writing about his adventures in a diary is a popular activity and encourages parents to be further involved in their child's education.

What needs to be improved?

- the system of recording children's development to show more clearly their progress through the stepping stones towards the early learning goals
- the range of writing materials and encouragement for children to write more purposefully
- the organisation of snack-time to further encourage children's independence and limit their time spent waiting.

What has improved since the last inspection?

The playgroup has made very good progress since the last inspection when they were asked to: (1) Improve the programme of learning to provide earlier opportunities for more able children to learn the alphabet by shape and sound, and to form letters correctly in order to write their name. (2) Improve the information given to parents about the educational programme, the early learning goals and the Foundation Stage.

(1) Staff provide suitable resources for children to write. There are alphabet friezes around the room and labelling of work and toy-boxes to provide a print rich environment. Children due to start school at the end of the academic year can join a specific session for rising fives during the spring and summer terms. Staff know the children well and encourage their writing skills when it is appropriate to do so.

(2) There is a 'partnership with parents' policy which clearly sets out information about the Foundation Stage curriculum. This is summarised in the information booklet given out to all new parents. Weekly activity plans are displayed and parents help during the sessions which gives them insight to the educational provision.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are eager and interested in the activities provided. They independently choose where they will play and confidently try out new things. Children have good concentration skills. They persevere at a task and show delight in their achievements. Children are very well behaved. They are learning to share, take turns and work cooperatively in small and large groups. They form friendships with each other and relate well to staff. Most children manage to take care of their own personal needs.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children have a good command of language and staff constantly develop their vocabulary. They describe their actions and make their needs known. Children enjoy stories, singing and action rhymes. They use reference books to extend their interest in topics. Children make good use of materials to practise their writing skills but could have more challenge in this area. Some children recognise significant letters by sound and shape and can read and write their own name.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children use mathematics throughout the daily routine. They count each other at registration and work out how many cups are needed at snack time. Children use mathematical language in their play. For example, "I'm making a really really long train" and, "I need another chair for my bear". They experience volume and capacity in sand and water play and use simple charts to record items that float or sink. Children are introduced to weight and measure through weekly cooking activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Planned activities and outings help children to find out about the natural world. They investigate and explore a range of materials such as, the action of yeast in bread making and the changes to lard when melted to make seed cake for the birds. Children design and build with a wide range of materials. They use a digital camera and need little support to operate computer programmes. Children explore the customs and traditions of their own and other cultures and take part in local events.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children have access to a wide range of equipment indoors and outside. They run, jump, climb, balance, crawl, throw, catch and pedal wheeled toys. They are developing spatial awareness. For instance, most children can steer a path to avoid bumping into each other. Children work with malleable materials and position small figures. They thread beads, use scissors, hammer and nails and construction toys. Their mastery of these manipulative skills results in the development of good pencil control.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children freely explore a wide range of materials. They name colours and notice the changes when mixing paint. Children spontaneously gather and use materials to extend their ideas and develop their play. For example, children decided to make homes for the animals and found fabric and card to construct a zoo. They dress up and engage in role-play. They use puppets to act out familiar and made up stories. Children enjoy dancing, singing and playing musical instruments to tap out a steady beat.

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 develop the writing area to provide a wider range of materials that encourage children's interest and the purpose of writing in meaningful situations.

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.