



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 319192

DfES Number: 516430

INSPECTION DETAILS

Inspection Date 15/06/2004
Inspector Name Marie Mcconville

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Heaton Manor School Playgroup
Setting Address Jesmond Park West
High Heaton
Newcastle upon Tyne
Tyne and Wear
NE7 7DP

REGISTERED PROVIDER DETAILS

Name The Committee of Heaton Manor School Playgroup

ORGANISATION DETAILS

Name Heaton Manor School Playgroup
Address Jesmond Park West
High Heaton
Newcastle upon Tyne
Tyne and Wear
NE7 7DP

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

Heaton Manor Playgroup is situated in the grounds of Heaton Manor School. The playgroup is temporarily accommodated in the Hearing Impaired Unit with a view to being permanently sited in purpose built accommodation, within the grounds of the school, in September 2005.

The children who attend come from a mixed social background and access the group on a flexible basis for up to five sessions per week.

The playgroup has been registered since 1974 and is able to provide care for a maximum of 16 children aged two to five years of age. The playgroup is open 37 weeks of the year and runs concurrently with school term times, providing 10 sessions per week.

There are 18 three year olds and 2 four year olds on roll, of these, 12 three year olds and 2 four year olds receive funding. There are 4 children who have English as an additional language and 2 children who have recognised special needs.

There are four members of staff who work with the children, all hold a suitable qualification. The playgroup receives teacher consultant support from the Early years Development and Childcare Partnership.

How good is the Day Care?

Heaton Manor Playgroup provides satisfactory childcare. Children's health and safety is promoted through effective strategies such as risk assessment, fire drills and well planned outings. Staff effectively use space in their temporary accommodation to ensure children have access to a wide and varied range of activities. Children are able to freely access activities, promoting their independence, confidence and freedom of choice. Children's work is well displayed alongside posters and photographs that generates discussion about the topics children are engaged in. Policies, procedures and children's records are all up to date, however the complaints procedure of the setting does not identify the regulator and there is

no written parental permission to seek or administer emergency treatment.

Staff are very skilled at observing what children do and recording their findings. This effectively informs their planning enabling children to make good progress in all areas of their development and early learning. The playgroup leader is knowledgeable about special needs, she and the staff team work well with parents and other agencies, who together, draw up independent learning plans for children that are reviewed regularly and help children make progress. Good behaviour is valued and encouraged, staff use a range of strategies and provide good role models for children. Children's behaviour is very good, they are able to share, take turns and have an understanding of right and wrong.

Staff have satisfactory relationships with parents who are made welcome in the playgroup and are kept informed through a range of strategies such as a parents handbook, notice board and letters home regarding any special events. Parents are kept informed about their child's progress through access to individual development files that show children's progress through written observation, photographs and samples of work.

What has improved since the last inspection?

At the previous inspection staff agreed to provide evidence ensuring that fire safety regulations were met, this has been achieved and the setting now displays a written report. They were also asked to provide evidence of vetting regarding students and other regular visitors, all persons having regular contact with the children have been vetted and their details kept on file.

What is being done well?

- Staff are very good at observing and recording what children do, this effectively informs planning so that children make good progress in all areas of their development and early learning.
- Staff make very good use of their environment enabling children to take part in a broad range of activities. Children's work is well presented alongside posters and photographs, generating good discussion about what children have done and the topic's they are involved in.
- Staff are knowledgeable about special needs, they work closely with parents and other agencies to help children make good progress.
- Good behaviour is valued and encouraged, staff provide good role models for children, they are courteous to the children and listen carefully to what children say, giving value to children's thoughts and views.
- Staff have good levels of awareness regarding children's safety and well being, regular risk assessments, fire drills and well planned outings promote children's safety at all times.

What needs to be improved?

- the complaints procedure of the setting.
- the parental permission to seek or administer emergency treatment.
- the policy regarding lost or uncollected children.

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

| Std | Recommendation |
|-----|---|
| 2 | Include the procedure for lost/uncollected children in the written policies of the playgroup. |
| 7 | Ensure written, parental permission is in place to seek or administer emergency treatment. |
| 12 | Ensure the complaints procedure includes the contact details of the regulator. |

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

How effective is the nursery education?

Heaton Manor Playgroup provides a very welcoming, caring environment where children settle quickly and make very good progress towards the early learning goals in all six areas of learning.

The quality of teaching is very good. Staff are enthusiastic, work well together, and provide an interesting, stimulating curriculum that enables all children to learn successfully. Their very good understanding of the early learning goals results in a very good balance of excellent child and adult-initiated activities. Very good resources are used to develop and support children's abilities and learning effectively. Ongoing, detailed and relevant assessment ensures that each child's needs, interests and abilities are identified and that appropriate activities are planned and provided.

Staff have high expectations of all children, so behaviour and relationships within the setting are excellent. Interaction with children is very good; successfully fostering independence in play, learning and personal care. Children with special needs and who have English as an additional language are included and supported extremely well.

The leadership and management of the setting is very good. Staff are very aware of their roles and responsibilities so that the day to day running of the setting works very efficiently. There is a strong commitment to monitoring, developing and improving practices and all staff are encouraged and supported to undertake ongoing, relevant training and to contribute to regular staff meetings, planning and reviews.

Partnership with parents is very positive and effective. They are provided with regular, relevant, verbal and written information that tells them about the setting's organisation and activities and keeps them well informed of their child's achievements and progress. They are actively encouraged to become involved in the setting and to share what they know about their child.

What is being done well?

- Planning and assessment methods, of the curriculum and for children, are extensive and well established. Detailed and rigorous attention to planning, observation and assessment ensures that all six areas of the curriculum are very well covered, aims and objectives are clearly defined and children's individual needs and abilities are observed, evaluated and planned for very effectively.
- Children's personal, social and emotional development is excellent. Children are very confident, interested and involved in activities, and becoming very independent in their play, learning and personal care. Their social skills and

behaviour are very good and their relationships with staff and each other are very positive.

- Staff's pro-active, positive inclusion of and interaction with all children, along with their solid knowledge and understanding of the early learning goals, results in very well planned, stimulating activities that interest children and progresses their learning and development.
- Children's use of language for thinking and communication is very good. Staff encourage and take an interest in what children say, and children use language very effectively to extend and enhance their play and to express their feelings and ideas.
- Clear leadership ensures the effective monitoring and assessment of teaching and learning, so that staff development is well supported and improvements are identified and high standards maintained.

What needs to be improved?

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- the extension of opportunities for more able children to recognise, and use the language of, shape in everyday objects and activities.

What has improved since the last inspection?

The setting has made very good improvement since the last inspection.

Staff have completed training to improve their knowledge of the DfEE Code of Practice for Special Educational Needs and have devised and successfully implemented a written monitoring procedure for identification and accessing of appropriate support. One staff member has been identified as having specific responsibility for special needs and all staff are competent in knowledge and use of the system.

Resources for children with English as an additional language have been greatly increased so that the home language of children is overtly recognised and valued. Books, tapes, labels, posters and spoken language within the setting now include the home language of all children attending. Parents are also used as a resource to provide relevant information and examples.

Planning for mathematical development now includes and offers children a variety of practical activities through which they can develop their ability to sort and sequence everyday objects, for example, buttons, socks, shells, pieces of construction.

Planning and assessment methods, of the curriculum and for children, have now been extensively extended and established. Teaching and staff development is well monitored and evaluated. Detailed and rigorous attention to planning, observation and assessment ensures that all six areas of the curriculum are well covered, aims

and objectives are clearly defined and children's individual needs and abilities are catered for very effectively.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are very confident, settled and keen to learn. They express their needs and ideas effectively, have well developed independence to initiate play and select resources to extend and enhance their play and learning. Children's behaviour and relationships with staff and each other are excellent. They have very good social skills, for example, sharing and being kind to others, and they work well in groups, pairs and independently.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident and competent speakers and listeners who enjoy stories and songs. Their use of language for communication and thinking is very well developed throughout all activities. Questioning and conversation enhances their play, for example, by extending imagination and vocabulary in role-play. Children engage in developing their writing skills confidently and most recognise familiar letters and words in books and on labelling within the setting.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children use numbers and number language confidently in activities; most count competently beyond ten; some recognise some numerals. All are developing, and some children successfully use, mathematics to problem-solve, for example: sharing, measuring and volume activities. They recognise patterns and use positional and size language during play; however, there are limited opportunities for more-able children to recognise shapes and use language of shape in everyday objects and activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are learning about the natural world and features of their environment during outings and visits to local amenities, for example, pets-corner and the beach. They enjoy exploring and investigating and use a wide range of tools and equipment competently, including computer, magnets, digital camera and tape deck. Children talk confidently and spontaneously about people and events in their own lives and are gaining awareness and knowledge of the cultures and beliefs of other people.

PHYSICAL DEVELOPMENT

| | |
|------------|-----------|
| Judgement: | Very Good |
|------------|-----------|

Children move within all areas confidently and safely, and skilfully manoeuvre and control their bodies and resources during play. They manipulate small items well, for example, cutting and sticking tools. Children are enthusiastic about regular opportunities to develop their large motor skills and enjoy music and movement sessions. They are gaining good awareness of their bodies and independence when attending to their physical needs for example, toileting, washing hands, fastening clothes.

CREATIVE DEVELOPMENT

| | |
|------------|-----------|
| Judgement: | Very Good |
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Children explore and express their ideas and feelings confidently and competently through a wide range of activities such as dressing up and role play, painting, two and three dimensional model making, songs, movement and musical instruments. Children recognise and use colour in all activities and enjoy experiences of using different textures and materials, such as wet sand, collage and playdough.

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:

- The following is raised as a point for consideration only:
- extend opportunities for more-able children to develop recognition of shape and the use of language of shape, in everyday objects and activities.

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.