



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY231720

DfES Number: 523760

INSPECTION DETAILS

Inspection Date	20/10/2004
Inspector Name	Ros Church

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Wymeswold Playgroup
Setting Address	Wymeswold Memorial Hall Clay Street Wymeswold Loughborough LE12 6TY

REGISTERED PROVIDER DETAILS

Name	Wymeswold Playgroup 1027215
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ORGANISATION DETAILS

Name	Wymeswold Playgroup
Address	5 Maple Close East Leake Loughborough Leicestershire LE12 6PH

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

Wymeswold Playgroup was established in 1973. It operates from the Memorial Hall situated in the centre of the village of Wymeswold. The group has access to the main hall, small room, small kitchen, and toilet facilities. Children have access to outdoor play facilities.

The group admit children from two-and-a-half years to five years. There are currently 35 children on roll. This includes 15 funded three-year-olds and 6 funded four-year-olds. Children attend a variety of sessions each week. There are currently no children attending who have identified special needs, and none who have English as an additional language. The playgroup serves the local community and surrounding villages.

The playgroup is open Monday to Friday during school term times. Sessions last from 09:15 to 11:45.

Five staff work with the children, four have early years qualifications. The setting receives support from the Early Years Development and Childcare Partnership. The playgroup is a member of the Pre-School Learning Alliance.

How good is the Day Care?

Wymeswold Playgroup provides satisfactory care for children.

Staff work well together to provide a welcoming environment for the parents and children, where a variety of activities are set out prior to children arriving. The space within the setting is used well for children's activities, and meeting their individual needs, although the small room is not maintained at an adequate temperature. Staff attend various short courses to update their knowledge. However, the staffing structure does not meet the current criteria. Most records, policies and procedures are in place to support the management of the setting, although most of the policies require updating.

There are effective systems in place for the arrival and collection of children, and staff ensure children are safe through careful supervision. However, clear risk assessments are not in place. Staff ensure good hygiene procedures and encourage children to learn about these during the session. Snacks including a drink are provided at a set time, although, drinking water is not easily accessible to children at other times. Individual needs are taken into account and staff treat children with equal concern. Staff have a satisfactory understanding of child protection.

Staff plan and provide a range of activities for the children, these are easily accessible enabling children to have a choice of play. Staff interact well with the children encouraging play and learning, they show interest in what the children say and do. However, not all children's behaviour is managed consistently to help them learn right from wrong. Children relate well to staff and one another, they learn to take turns and share the equipment.

Staff develop good relationships with the parents. General setting information and newsletters are provided, although policies are not easily accessible. Staff communicate with parents daily to enable them to meet children's individual needs and care.

What has improved since the last inspection?

Not applicable.

What is being done well?

- A good range of activities are planned and provided, this includes a good range of role play experiences such as a garden centre where children use the props available to act out experiences.
- Staff develop good relationships with the children, they meet individual needs. Children are happy and confident within the group.

What needs to be improved?

- the naming of a deputy within the group
- the availability of the operational plan for parents
- the maintaining of an adequate temperature of the rooms
- the operational procedures for outings, and risk assessments of the premises and any outings
- the requesting of written permission from parents for seeking emergency medical advice or treatment
- the staff's handling of children's behaviour, that this helps children to learn what is right and wrong
- the updating of policies with reference to the complaints procedure, the child protection statement and sickness policy.

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.)

Not applicable.

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	Ensure there is a named deputy who is able to take charge in the absence of the manager.
2	Develop an operational plan which is available to parents.
4	Ensure rooms are maintained at an adequate temperature.
6	Ensure that there are operational procedures for the safe conduct of any outings provided, and that there is a clear risk assessment of the premises and any outings, which identifies any actions to be taken to minimise identified risks.
7	Request written permission from parents for seeking emergency medical advice or treatment.
11	Ensure that staff's handling of children's behaviour is consistent and that they help children to learn what is right and wrong.
14	Ensure that policies and procedures which are required for the efficient and safe management of the provision are updated and that the following also include all the required information, with reference to the complaints procedure, the child protection statement, and sickness policy.

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

How effective is the nursery education?

Children are making generally good progress towards the early learning goals overall, although their progress is significantly weak in some aspects of personal and social development.

The quality of teaching is generally good. Staff have a reasonable knowledge of the early learning goals in all six areas. Plans show specific learning objectives for a small number of activities but are insufficiently developed or used to guide staff in their teaching and are therefore not wholly effective. Staff know children well and generally adopt appropriate teaching methods. They question children well and give good explanations. However, there is insufficient challenge and expectation for the older and more able children, including developing their independence. Staff manage children well in free play activities but the time spent on these is often too long. In whole and small group activities children are less effectively managed. Expectations are not made sufficiently clear and their behaviour is not managed very well. The group is generally well resourced and overall these are used effectively. Staff assess children's progress regularly and record this, but are not using the information gained about what children know and can do to plan the next steps for children's learning.

Leadership and management of the group are generally good; the committee and leader work closely together. Staff are committed to improving the care and education for the children, demonstrating this through hard work and willingness to attend training. Staff informally assess their strengths and weaknesses, but monitoring and evaluation are weak. They have yet to use this type of information constructively to indicate what children have actually learnt.

The partnership with parents and carers is generally good. Many parents are involved in the group and their child's learning. Information about the group is under review, limited information about children's progress is provided.

What is being done well?

- The welcoming environment and good range of interesting activities.
- The relationships between staff, parents and children are good, and parents are effectively involved.
- The well resourced and stimulating role play with natural materials used effectively.
- The commitment of staff to attend training to further improve their practise.
- The happy, confident children who communicate well with adults and children.
- The opportunities for children to self initiate play.

What needs to be improved?

- the learning objectives in the plans, ensuring these are used by all staff and volunteers to guide their teaching. The evaluation of activities in order to ascertain what children have actually learnt and the use of assessment information to inform what children need to do next
- the management and promotion of children's behaviour in large and small group activities and children's listening skills
- the use of time and the balance between free play and group activities including opportunities for children to participate in physical exercise
- the encouragement of independence in snack routines and practical activities
- the challenge for older or more able children building on what they already can do
- the information for parents about children's progress

What has improved since the last inspection?

Since the last inspection the group has made limited progress overall. Better quality name cards are now in regular use which has helped children to recognise their own names and some others. Information and opportunities for parents to find out about the early learning goals has increased but the brochure and policies need updating. Planning and assessment have been improved but the links are not wholly effective and current systems are very time consuming. This impacts on the effectiveness of teaching and learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Significant Weaknesses
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Children are confident; they settle well. They are interested in their activities and respond well to free play experiences but less well to group activities. Whilst behaviour is good when playing freely, in groups it is often inappropriate. Expectations are not understood and their knowledge of right and wrong is weak. Children are beginning to share and relationships are generally good. They have some personal independence, although older children do not use their skills to the full.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children communicate well. Their listening skills are less well developed. They talk about their ideas and express themselves. Most children recognise some letters of the alphabet and are linking sounds to these. They use a range of books and thoroughly enjoy stories and rhymes. Whilst some children write their own names, this is not always practised at every opportunity and some are incorrectly forming letters.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children count as part of routines and planned activities. They sing number rhymes and know what happens when one is taken away. They can attach quantity to a given number and can recognise numbers. Children are interested in shape, space and pattern; they are beginning to use positional and size language. They have insufficient opportunities to use mathematical ideas to problem solve and carry out simple calculations.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children enjoy exploring and investigating both natural and made objects. They recognise similarities, differences and notice changes in materials or ingredients. They understand the locality well and the features of where they live. Some technological equipment is available, although children do not make much use of it. Children design and make models using a variety of construction toys; they join materials together in a variety of ways.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children move safely and with control around each other and the equipment, demonstrating reasonable co-ordination. They have some opportunities to climb and balance and develop increasing skills. Children use a variety of large and small equipment and handle tools, objects and materials with dexterity although this lacks challenge for the older and more able. Children's hygiene develops routinely and they are aware of the importance of healthy eating. However, they do not exercise daily.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children recognise colours, but have a limited choice to use in their pictures. They have a range of materials and textures to explore and they show an interest in what they hear, see, smell and feel. Children sing familiar songs and sometimes listen to a variety of music. They play musical instruments and make their own. They extend their ideas through role play, but are not using their imaginations fully in dance, art and craft activities.

Children's spiritual, moral, social, and cultural development is not 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

- review the current systems of planning and assessment to make them easily manageable; ensure they link together to inform the next steps for children's learning and that the learning objectives are clearly used to guide teaching
- consider different methods of organisation to help children to develop better listening skills, to give attention in group activities and to encourage greater independence
- develop methods to promote positive behaviour and to increase children's understanding of right and wrong

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.