



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 101477

DfES Number: 582795

INSPECTION DETAILS

Inspection Date	10/01/2005
Inspector Name	Shirley Ann Jackson

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Fairford Playgroup
Setting Address	The Park Leafield Road, Fairford, Glos GL7 4JQ

REGISTERED PROVIDER DETAILS

Name	Fairford Playgroup 268053
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ORGANISATION DETAILS

Name	Fairford Playgroup
Address	The Park Leafield Road Fairford Gloucestershire GL7 4JQ

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

Fairford Playgroup, established in 1970. It relocated to its current position in 1993. The group operates from purpose-built, single-storey next door to the local primary school. The group serves the town of Fairford as well as surrounding rural villages.

There are currently 34 children aged two to four years on roll. This includes 12 funded three-year-olds and 7 funded four-year-olds. The setting can support children with special needs and those who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 08.45 until 11.45. The group is currently changing their registration to offer full day care, starting in April 2005.

Four staff work with the children. Over half the staff have recognised early years qualifications. One member of staff is currently working towards upgrading her qualification. The setting receives support from a Foundation Stage consultant from the Local Education Authority (LEA). The group is a member of Gloucestershire's Parent and Toddler Association (PATA).

How good is the Day Care?

Fairford Playgroup offers good quality care to children.

The staff work very well together as a team. They work directly with children to support their play and learning. They are also aware of when to let the children take the lead. Organisation of space, staff and resources is good. Children are cared for in premises which are clean, bright and well maintained by staff. Displays on the wall show and value the children's work. Children have access to a range of resources which are good quality and well maintained. Policies and procedures are in place, but some lack the necessary detail.

Staff are vigilant about children's safety at all times. Clear procedures are in place for dealing with and recording accidents. Children are aware of and implement good

hygiene procedures through the daily routine. Adults are aware of each child's individual needs and offer the appropriate care.

Children are offered a stimulating and interesting range of activities. Children are involved in, and show good concentration skills during self-selected and adult-led activities. Children have good relationships with staff. Adult interaction with children is good. They listen to and value what the children say and respond accordingly. Children are treated as individuals and encouraged to be independent. Staff are positive role models for children. They treat children and each other with kindness and respect. Staff use praise and encouragement to raise self-esteem and promote positive behaviour. Children's behaviour is generally good.

Partnership with parents is strong. Parents are given good quality information about the setting and this continues throughout their child's time at the group with newsletters and notices. Parents are encouraged to take an active part in their children's learning by helping on rota duty and completing "home to playgroup" books. Parents are happy with the care given to their child.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Staff are skilled, experienced and supportive. They work directly with the children to support their play and learning. But they are also aware of when to let the children take the lead in activities.
- Staff offer an interesting and stimulating range of activities for the children. Children are involved in, and show good concentration skills during self-selected and adult-led activities.
- Children have good relationships with staff and with each other. Adult interaction with children is good. They listen to and value what the children say and respond accordingly.
- Staff are consistent in their expectations and management of behaviour. They are positive role models for the children. They have a calm and re-assuring manner. Praise and encouragement are used to raise children's self-esteem and to promote positive behaviour.

What needs to be improved?

- the arrangements for recording the times of attendance for children and staff and updating policies

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.)
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There are no complaints to report.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
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<i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i>

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
14	Ensure the times of attendance of children and staff are recorded and policies are updated

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

How effective is the nursery education?

Fairford Playgroup offers good quality provision which helps children to make generally good progress towards the early learning goals. In the areas of personal, social and emotional, physical and creative development and knowledge and understanding of the world, children are making very good progress.

Teaching is generally good. Staff have a sound knowledge of the Foundation Stage. An interesting range of activities are offered to the children. These help to extend and develop the children's skills. However, older/more able children are not always sufficiently challenged, particularly in developing their writing skills and solving simple, practical problems. Relationships with children are good. Staff provide positive role models and have reasonable and realistic expectations of children's behaviour. Staff promote self-esteem and confidence through praise and encouragement.

Leadership and management is generally good. Staff and the committee are clear about their roles and responsibilities. Good links have been developed between the staff and committee. The supportive committee encourage the staff to develop professionally. However, although areas for improvement are identified, there is no procedure to monitor and evaluate the success of any changes implemented. Staff, committee and parents are committed to improving the quality of the care and education which the playgroup provide.

Partnership with parents is generally good. Parents are given good quality information about the Foundation Stage. They are able to become involved in their child's learning by helping on rota duty and "home to playgroup books". There are few opportunities for parents to be involved in their child's assessment.

What is being done well?

- Children develop good relationships with staff and other children. Staff encourage children's awareness of the group's boundaries. These are talked about at the start of term, displayed in the room and are constantly re-enforced by staff.
- Staff interact well with the children. They work closely with the children throughout the session to support and extend their play. They know when to interact with the children, but also when to step back and let the children lead.
- Staff use effective questioning to develop children's knowledge and understanding. They encourage the children to think for themselves and to demonstrate what they know.
- Children have many opportunities to explore, experiment and investigate objects and materials. Children are interested in living things and are

beginning to show an awareness of their environment.

What needs to be improved?

- the challenges for older/more able children to help them to use and extend their skills, for example, when writing and solving simple practical problems
- the arrangements to involve parents in their child's assessment

What has improved since the last inspection?

The group have made very good progress since the last inspection.

At the last inspection the group were asked to: improve access to resources and books celebrating languages of children attending. The group have borrowed books from the local library, parents and PATA. They have also purchased books in different languages.

improve storage of dressing-up clothes and other role play resources to encourage ongoing care and concern. Staff have purchased new storage for the dressing-up clothes. This gives children easy access and enables them to tidy up afterwards.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children have a strong exploratory impulse and a positive approach to new experiences, such as the ice wall. They show increasing independence in selecting and carrying out activities. Children talk freely about their home and community. They show a strong sense of self as a member of their family. Children relate to and make attachments to members of their group. They demonstrate a sense of pride in their own achievements, for example, the three-year-old showing the boat she'd built.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children listen to others in small groups when conversation interests them. Some children talk activities through, reflecting on and modifying what they are doing. Children listen to stories with increasing attention. Children handle books carefully. They hold books the correct way up and turn the pages. Children draw and paint. They use one-handed tools and equipment. More able children are not always encouraged to develop their writing skills or gain awareness of linking sounds to letters.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children show an interest in numbers and counting. They willingly attempt to count with some numbers in the correct order, for example, three-year-old saying "I'm going to do two pictures". Children recognise numerals of personal significance. They begin to represent numbers using fingers. Children begin to count beyond ten. They observe and use positional and size language. Children are not offered chances to solve simple practical problems.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children show an interest in why things happen and how things work. They talk about what is seen and what is happening, for example, the ice melting. Children notice and comment on patterns. They use simple tools and techniques safely. Children construct with a purpose in mind. They have opportunities to operate simple equipment. Children remember and talk about significant things that happened to them. They begin to differentiate between past and present.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move freely with pleasure and confidence. They have opportunities to move in a variety of ways. Children show respect for other children's personal space when playing among them. They adjust speed or change direction to avoid obstacles, for example, when running. Children show an awareness of a range of healthy practices with regard to hygiene. They demonstrate increasing skill and control in the use of mark-making implements, construction sets and small world activities.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children begin to differentiate colours. They choose particular colours to use for a purpose. Children are beginning to describe the texture of things. They imitate and create movement in response to music. Children sing a few simple, familiar songs. They engage in imaginative play based on their own first-hand experiences. Children play alongside others who are engaged in the same theme. They talk about personal intentions, describing what they were trying to do.

Children's spiritual, moral, social, and cultural development is 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

- improve the challenges for older/more able children to help them to use and extend their skills, for example, when writing and solving simple practical problems

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.