



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 311420

DfES Number:

INSPECTION DETAILS

Inspection Date	27/05/2004
Inspector Name	Helen Shotton

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Oakenshaw Pre-school Playgroup
Setting Address	St. Andrews Church Hall Bradford Road Oakenshaw, Bradford West Yorkshire BD12 7EN

REGISTERED PROVIDER DETAILS

Name	The Committee of Oakenshaw Pre School Playgroup
------	-------------------------------------------------

ORGANISATION DETAILS

Name	Oakenshaw Pre School Playgroup
Address	St. Andrews Church Hall Bradford Road Oakenshaw, Bradford West Yorkshire BD12 EN

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

Oakenshaw Pre-School Playgroup has been registered for many years. The group is managed by a voluntary committee and they have charitable status. The playgroup is situated in the Oakenshaw area of Bradford, with easy access to transport links to surrounding areas. There are shops, schools and parks within walking distance. The group serve families from the local and wider community. The group is accommodated in Saint Andrews Church and they have use of a large hall, which can be divided to make two smaller rooms. The group have access to the church grounds for outside play.

The group opens four days a week, Monday to Thursday, during school term-times. Sessions are from 09:30 until 12:00.

The group are currently caring for 21 children from 2 years 6 months to 5 years of which 9 children are aged 3 years and 8 children are aged 4 years who are in receipt of nursery education funding. The group care for children with special needs or who speak English as an additional language.

There are four staff who work with the children, of these two are currently working towards gaining a recognised qualification.

The group receives support from the Local Authority and they are members of Bradford Under Fives Association.

How good is the Day Care?

Oakenshaw Pre-School Playgroup provides good care for children. The children are very happy and settled in the welcoming environment that is created for them. The staff team is consistent and they work very well together. They are organised and use their time well and are committed to setting up a stimulating environment for the children, making good use of the space available, especially outdoors. There are good precautions in place with regard to safety and staff are vigilant in maintaining this through their supervision and effective deployment. They have good systems for

the safe arrival and departure of children. The personal hygiene of the children is encouraged well and staff have good hygiene practices in place, for example, food preparation.

Relationships between the staff and children are very good. The children respond well to staff and enjoy them being involved in their play. During play staff interact very well with the children and encourage and support their development well. The resources at the group are good. These are well utilised through staff planning for the children's play, ensuring a broad range of experiences and activities is provided. The children behave well and this is well supported through the staff's positive approach to managing behaviour. The children have good opportunities to develop their independence skills through the organisation and access to the activities.

Relationships with parents are very good. They are very supportive of the group and regularly help out and attend organised events, such as sports days. Documentation is in place. The group use policies and procedures provided by the playgroup network, however, not all these relate to the group. Information maintained on staff and for committee members is limited and their development is identified informally. A welcome brochure provides good information for parents and through good communication and some written information they remain well informed.

What has improved since the last inspection?

At the last inspection there were a number of actions raised in regard to developing policies and procedures. The group have now adopted policies and procedures devised by the playgroup network, some of these clearly demonstrate how the group operates. However, some they have chosen not to adopt still remain in the file, for example, staff appraisal forms and this information is misleading. Registers have been developed well and now include the hours of attendance of staff and children, providing an accurate account of who is present at any one time. A clear action plan has been devised which outlines how the group intend to meet qualification requirements. The group now obtain written consent from parents to seek emergency medical treatment or advice to ensure they can act in the best interest of the child in an emergency.

What is being done well?

- Relationships between staff and children are very good. Staff become actively involved in the children's play and through their interaction they support and encourage the children's development well. The children are very happy and settled within the group and respond positively to the staff.
- Teamwork is effective. The consistent staff team work well together, they have established routines the children are familiar with. Their organisational skills are good, they make very good use of their time, space and resources and are committed to providing a stimulating and welcoming environment for the children to learn.
- Outdoor play space is very well utilised. Children have regular and free access to the area throughout the session. Whilst playing outdoors their

development is supported in all areas. They make very good use of the surroundings, exploring and investigating the natural world.

- The range of experiences and activities provided for the children are very good. Their independence skills are encouraged through good self selection opportunities and children are freely able to make their own choices in play, both indoors and outdoors.
- Staff's approach to managing children's behaviour is positive. Through their good role model and consistent approach, children behave very well. Children play well together, they share, take turns and co-operate during play. Their manners are good and they show respect for others within the group.
- Relationships with parents are very good. The parents play an active role in the group, often helping out. They are supportive of the group and attend organised activities well, for example, sports days and open days. They are provided with good information through the group welcome pack and regularly kept informed through discussions, notice boards and newsletters.

What needs to be improved?

- the contents of the group's policies and procedures file
- information maintained in regard to staff and information provided for volunteers and committee members
- the systems for identifying staff's training and development needs.

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
2	Consider the use of staff appraisals to help identify staff's training and development needs.

14	Review and consider extending the information maintained within the staff files.
12	Develop the information available for volunteers and committee members in regard to their roles and responsibilities.
14	Review the playgroup policies and procedures file to ensure only the documents used by the setting are included.

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

How effective is the nursery education?

Oakenshaw Pre-School Playgroup provide a welcoming environment where children make very good progress towards the early learning goals.

The quality of teaching is very good. Staff have a good knowledge of the foundation stage and this continues to be developed through training. They work very well together, they are an organised staff team who make very good use of their time, space and resources to create a stimulating learning environment for the children. Staff have very good relationships with the children, they know them very well and use this knowledge to meet their needs. They are actively involved in children's play and through their interaction they challenge and question them effectively. The activity planning, after many changes is progressing well and staff are working towards linking this with the children's individual profiles. Staff plan and provide a good range of activities and experiences for the children. They provide a good role model for them and systems enable them to support children with special needs or who speak English as an additional language.

Leadership and management is very good. Staff on a day to day basis effectively manage the group. Through meetings and discussions they evaluate their practice and the education programme well and implement any changes. The committee role in the management of the group is more limited. Staff evaluate their own training needs and ensure these are met, they are committed to developing the group, for example the introduction of the activity ideas sheets and they welcome any support.

Partnership with parents is very good. They are provided with good information on the setting and education programme. Parents are very supportive of the group, they take part in rota duty and attend any planned events well. The needs of the children are met effectively through the very good communication between staff and parents. Profiles are used to share information with parents regarding children's progress.

What is being done well?

- Teamwork is effective. Staff work very well together, they have established routines the children are familiar with providing a welcoming and stimulating environment. They are well organised, making effective use of their time, resources and space.
- Children's use of imagination is very good. During the many different role play situations they express their ideas and draw on their own experiences. Their language skills are good, they engage easily in conversations and they interact well with others establishing good relationships.
- The children's interest and motivation to learn is very positive. They are very curious and inquisitive learners, thoroughly enjoying exploring and investigating their environment. They ask many questions and are very

interested and involved in their play.

- Staff's relationships with the children are very good. Through their involvement in children's play they are able to question and challenge the children effectively. They provide a positive role model for them and their positive approach to managing children's behaviour results in children behaving very well and having a good understanding of right and wrong.
- Children's physical and mathematical skills are developing very well. Through their enjoyment of taking part in physical activities their skills are progressing very well, for example, climbing, balancing and catching. They are confident to join in activities that involve number, they count very well, some children counting backwards.

What needs to be improved?

- planning systems and how these incorporate the children's next stages of development, identified through their progress records
- involvement of the committee in the management of the group to provide support for staff

What has improved since the last inspection?

not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Children are very happy and settled within the learning environment. They are very interested and involved in their play and they display high levels of enthusiasm and motivation. They independently select resources and make their own choices in play. They have very good relationships with both adults and children. They play well together, their behaviour is very good and they are developing a good understanding of right and wrong. They share, take turns and co-operate well.

COMMUNICATION, LANGUAGE AND LITERACY

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

Children are very confident, their listening and concentration skills are good. They thoroughly enjoy books and stories, contributing to them with enthusiasm, they also use books to seek information. Children's pre-reading skills are good, older children recognise familiar words, such as their names and print within the environment supports this. Their language skills are very good, they engage easily in conversations. Children enjoy making marks and older children are able to write their names.

MATHEMATICAL DEVELOPMENT

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

Children's counting skills are very good, they enjoy activities that involve number. They count with confidence and some children can count backwards, for example, the hopscotch game. Children use a good range of mathematical language during play, such as "Where's the big spoon". Older children's skills to solve simple problems are developing well, for example, one more, less. The children are confident in matching and sorting and they enjoy shapes and patterns within play.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Children are extremely curious and inquisitive learners, asking many questions. They explore and investigate their environment with enthusiasm, for example, looking for mini-beasts in the garden. Their knowledge of simple technology is good, they operate simple equipment well. Older children build and construct with a purpose, accessing resources to enable them to join in many ways, for example, making binoculars. Their understanding of their own culture is good and developing for others.

PHYSICAL DEVELOPMENT

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

Children move with confidence, co-ordination and control. They have a good awareness of space and manoeuvre round obstacles with skill. They thoroughly enjoy fun physical activities such as obstacle courses and sports days. Through these their skills in balancing, climbing, catching are developing well. Their hand and eye co-ordination is good, for example, the twisting and turning activity. They have a good awareness of their own needs, especially in relation to personal hygiene practices.

CREATIVE DEVELOPMENT

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

Children thoroughly enjoy music, they enthusiastically explore musical instruments, listening to the sounds they make. Their imagination is very good and they express themselves freely during many role play situations, for example, spaceships, florists and bakers. They use all their senses when exploring many textures and medias, both two and three dimensional. Through art and design they are able to use their imagination, for example, making binoculars to go bird watching.

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 weakness to report, but consideration should be given to improving the following:
- consider ways in which the committee are able to play a more supportive role in the leadership and management of the group
- continue to monitor the planning systems to ensure they are effective and fully incorporate the children's next stages of development, identified through their profiles.

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.