



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 226857

DfES Number: 582993

INSPECTION DETAILS

Inspection Date 24/05/2004
Inspector Name Yvonne Chapman

SETTING DETAILS

Day Care Type Sessional Day Care, Out of School Day Care
Setting Name Glen Street Playgroup & After School Club
Setting Address Glen Street
Leicester
Leicestershire
LE4 6NN

REGISTERED PROVIDER DETAILS

Name Glen Street Playgroup & After School Club 1024211

ORGANISATION DETAILS

Name Glen Street Playgroup & After School Club
Address Glen Street
Leicester
Leicestershire
LE4 6NN

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

Glen Street Playgroup operates from a converted church. The building is owned by the Leicester City Council. It is situated in the Belgrave area of the city and most of the families that attend are of Asian heritage.

The playgroup is open from 09:15 to 11:45 and 12:30 to 15:00 in term times. A breakfast club, after school club and play scheme are also provided.

There are currently 64 children on roll. This includes 22 funded 3-year-olds and 3 funded 4-year-olds. A high proportion of children speak English as an additional language. The group supports eight children with special educational needs.

The majority of staff have early years' qualifications to level NVQ 2 and above. The setting receives support from a mentor teacher from the Early Years' Development and Childcare Partnership.

How good is the Day Care?

Glen Street Playgroup and After School Club provides good quality care for children. The premises are bright and colourful and children's work is attractively displayed. The staff supervise children well and work closely with them at their activities. Most documentation is in place and accessible. Policies and procedures are regularly reviewed and adopted by staff and committee members.

Staff are vigilant about children's safety. They have good procedures in place for reducing risks and hazards, particularly in the outdoor area where the boundary fence is not secure. Children establish effective hygiene routines and are aware of attending to their personal needs. Children are provided with a good range of healthy snacks and drinks are always accessible. Staff have a thorough understanding of child protection issues and are confident and effective in the referral of any concerns.

Children of all ages benefit from a well planned programme of activities. Children are

relaxed and confident in their dealings with adults and each other and the good routines help children to understand what is expected of them. Staff take active steps to promote the inclusion of children with identified additional needs. Children who speak English as an additional language are well supported by the multi-lingual staff group.

Parents receive a good range of well presented information about the playgroup, its routines and activities. Staff and parents are able to share information about the children's progress through informal discussion and by reference to children's developmental assessment records.

What has improved since the last inspection?

At the last inspection, the group were asked to provide a number of policies and inform Ofsted of committee members. Appropriate activities were to be provided in the after school club, a risk assessment of the premises to be undertaken and a first aid box to be maintained. These have all been addressed. All policies are now relevant, reviewed and accessible. The details of previous committee members have been forwarded to Ofsted for the vetting procedure. Health and safety issues with regard to the risk assessment and the first aid box have been completed and activities in the after school club are well planned and suitable. All improvements have had a positive impact on the quality of care for children.

What is being done well?

- Staff are aware of their responsibilities. They are supportive of children who are unsettled and help them to separate from their carers.
- Staff provide good care to children with special needs. They ensure the children are included and integrated into the setting.
- Staff speak to children and parents in their preferred language. Written information is also translated if required.
- A full programme of activities is offered, taking into account the ages of the children. A good balance is provided of indoor and outdoor play and children are encouraged to participate in planning and decision making.

What needs to be improved?

- the record of attendance of staff and children to show times of arrival and departure
- the security of the boundary fence in the outdoor play area
- the parents signature to authorise administration of medication

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	Ensure the record of attendance for staff and children includes times of arrival and departure.
6	Ensure boundary fence to outdoor play area is safe and secure.
7	Keep a written record, signed by parents, of medicines given to children.

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

How effective is the nursery education?

The children at Glen Street Playgroup are making generally good progress towards the early learning goals. The communication with parents and children in their preferred language is a particular strength of the setting.

The quality of teaching is generally good. Most staff have a thorough understanding of the early learning goals. All areas of learning are included in the curriculum planning, although some cluster groups are not sufficiently covered. Activities are presented well but not extended to provide sufficient challenge for older children, particularly in mathematical development and some areas of literacy. Good use is made of the indoor and outdoor areas to provide good quality learning experiences, but some large group sessions are ineffectively organised and do not meet the needs of all children. Children with special educational needs and with English as an additional language are well supported and encouraged to participate in the full range of activities. Staff work well together as a team. They manage children well and build good relationships with all children. Assessments are regularly completed, but observations of children are not sufficiently regular to effectively or accurately inform these assessments.

The leadership and management of the playgroup is very good. The Officer-in-charge involves her staff in all decisions about the setting. She ensures they have regular development opportunities and values their skills and abilities. The setting has received two quality assurance awards and there is a commitment to continued improvement of the care provided.

The partnership with parents is very good. Staff are available to spend time with parents to talk informally about their children. Good quality information is available about the setting and parents receive regular feedback about their child's progress. Opportunities are available for parents to extend their child's learning at home.

What is being done well?

- Children with special educational needs are included in all appropriate activities. Staff find out all they can about children's specific needs. They work in partnership with parents, carers and outside agencies to ensure children gain as much as possible from activities.
- Parents are kept very well informed about their child's progress. There is good access to a home link scheme and a book library, which encourages learning at home.
- Many of the children attending the playgroup have English as an additional language. Staff work closely with these children and their parents to ensure they can access all parts of the playgroup routine.

- Children respond to the consistent expectations for their behaviour. They are co-operative and considerate and caring towards younger and less able members of the group.

What needs to be improved?

- the planning, to ensure it covers all six areas of learning thoroughly and the stepping stones towards the early learning goals
- the knowledge the less experienced members of staff have of the early learning goals
- the system of observing children and their progress
- the organisation of large group activities
- the challenge for older and more able children, specifically in the areas of mathematical development and literacy

What has improved since the last inspection?

Very good progress has been made since the last inspection. Children now have opportunities to investigate how things work. Staff provide good experiences and activities which enable children to explore and be informed of how domestic appliances work and discuss the uses of clocks, calculators and magnets.

New systems have been established to inform parents of their child's progress. Staff are available at every session to discuss any relevant issues. Written reports, which parents are invited to contribute to, are provided termly, and there is an annual parents' meeting. The provision of the home link scheme incorporates a comments book which parents and staff complete to record the child's interest and achievements in the content of the pack. These comments are then used to inform the assessment record. All of these processes ensure parents are kept fully informed and updated on their child's developmental progress.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children generally behave well. They share, take turns and are considerate to others. Children operate independently, selecting their own activities and resources and taking care of their personal needs. They participate in new activities, working well alone and in groups. However, large group sessions are sometimes disrupted by younger or less able members. Children attend from a variety of backgrounds. They have knowledge of the cultures and beliefs of others and respect their differences.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Multi-lingual children are confident to approach staff and make their needs known. They are encouraged to speak in their mother tongue as well as in English, which is reflected in the print around the setting. Older children recognise their first name, but opportunities for writing names or writing for a purpose are limited. Children listen and respond to stories and rhymes, recalling story lines in their own language. Children are beginning to link sounds to letter shapes.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children have number reinforced as they count at register, milk time and circle time. They can count to 20 and beyond and are able to match a quantity of objects to numerals. Children sort objects by size and colour and are able to group items together. Older children are aware of one more or one less, but they are insufficiently extended to enable them to solve simple number problems. Children use appropriate mathematical language and competently make patterns with beads.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Planned activities help children notice changes that occur, for example when growing seeds or making jelly and ice. Children make models independently and also follow complicated designs. Children have many opportunities to explore the environment and record these through drawings and photographs. They talk about past and present events in their own lives and are aware of the day of the week and the weather. However, there are limited opportunities available for them to use everyday technology.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children have regular good quality climbing and balancing experiences using large equipment available. They are set challenges to develop their physical skills through obstacle courses and PE sessions. Children with special educational needs are well supported and included. Children handle small equipment carefully, threading beads and manipulating dough and clay. They handle scissors safely and use pencils, paintbrushes and knives with control. However, they do not yet have bodily awareness.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children draw freely and use paint in a variety of ways. They explore a range of media and textures and enjoy making three-dimensional models. Children use musical instruments freely to tap out different rhythms and patterns of sound. They listen to a range of musical styles and request and enjoy action songs and stories. They express themselves imaginatively through music and movement and dancing with streamers. Children improvise effectively with resources provided in role-play.

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

- ensure the length and content of group activities meet the needs of all children and that older and more able children are sufficiently challenged in the areas of mathematical development and literacy
- ensure all staff have a thorough understanding of the early learning goals and that planning consistently includes the stepping stones towards these
- develop a system of observing children which is regular and purposeful and influences the assessment of their developmental progress.

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.