



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 224125

DfES Number: 523289

INSPECTION DETAILS

Inspection Date 10/12/2004
Inspector Name Mary Anne Henderson

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Kinlet Family Playgroup
Setting Address Kinlet C of E Primary School
Kinlet
Bewdley
Worcestershire
DY12 3BG

REGISTERED PROVIDER DETAILS

Name The Committee of Kinlet Family Playgroup

ORGANISATION DETAILS

Name Kinlet Family Playgroup
Address Kinlet C of E Primary School
Kinlet
Shropshire
DY12 3BG

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

Kinlet Family Playgroup opened in 1994 and operates from one main shared room in a school demountable. It is situated in the grounds of Kinlet Primary School in the village of Kinlet in Shropshire. A maximum of 16 children may attend the group at any one time. The playgroup is open on Mondays, Wednesdays and Fridays from 09:00 to 11:30 during term time for 39 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 14 children aged from 2 years to under 5 years on roll. Of these five children receive funding for nursery education. Children come from the local areas. The playgroup supports children with special educational needs and also supports children who speak English as an additional language.

The playgroup employs three staff. All of the staff, including the manager hold appropriate early years qualifications.

How good is the Day Care?

Kinlet Family Playgroup provides good care for children. Staff are approachable and friendly and provide a warm and welcoming atmosphere for children and their parents. Children access toys, resources and equipment to stimulate their development and support their physical needs and they access a range of resources that reflect positive images of diversity. Children's behaviour is good and staff have high expectations, using praise and small reward strategies to promote desirable behaviour.

The playgroup has an operational plan which is made available to parents. Risk assessment is undertaken by the playgroup, however the format used should be checked against the National Standards and guidance to ensure all elements are included. There are procedures in place to ensure good standards of hygiene. The children are provided with a range of healthy snacks. The group should however, ensure children have access to drinking water at all times and that their skills in independence are also promoted at snack time.

The staff have strategies in place to support children with special needs and those with English as an additional language, ensuring liaison with parents and other professionals for consistency and continuity of care.

Positive relationships with parents were observed throughout the inspection visit and parents provided Ofsted with positive written feedback on the care and education of their child. The playgroup should ensure there are effective arrangements in place for sharing records with parents to keep them well informed of their child's development.

What has improved since the last inspection?

There has been good improvement since the time of the last inspection. The group was asked to address two actions.

Firstly the group was asked to ensure their public liability insurance was made available for inspection. A copy of this is now kept at the setting at all times to ensure it is made available for inspection.

The group was also asked to implement and maintain a record of visitors. The group addressed this by implementing a visitors book. All visitors are required to sign in on arrival stating their name, the date and the nature of their visit. The inspector was also required to sign the visitors book on both visits.

What is being done well?

- Staff deployment is good and parent helpers are in place to support the needs of the children.
- Staff use open-ended questioning to extend and consolidate learning.
- Outings and visitors are used to extend children's learning.
- Children have access to a range of equipment to meet their needs.
- Children access a range of resources to reflect diversity and they explore a range of cultural festivals throughout the year.
- Children's behaviour is good, encouraged by staff.
- There are positive relationships with parents.

What needs to be improved?

- the risk assessment format used
- children's access to drinking water
- children's independence skills during snack time
- arrangements for sharing children's development records with the parents.

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.)

There are no complaints to report.

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
6	Ensure the risk assessment format used includes all elements as outlined in the National Standards and guidance.
8	Ensure drinking water is made available to children at all times.
8	Provide opportunities for children to develop their independence skills during snack times.
14	Ensure there are effective arrangements for sharing records with parents to keep them informed of their child's development.

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

How effective is the nursery education?

Kinlet Family Playgroup provides generally good teaching and learning. Children are making generally good progress in three areas of learning and very good progress in the other three. Staff have a good understanding of the Foundation Stage of learning and the stepping stones and they use open-ended questioning to extend and consolidate learning.

Children have opportunities to count, calculate and look at shape and to explore their environment. They access resources during free play, however the staff should ensure children are able to access a broad range of resources and activities throughout the session to develop child-initiated play. There are opportunities for children's development in mark-making but staff should provide opportunities for children to access an interesting and well resourced writing table and include opportunities for writing within home corner and role play activities. The children should be provided with opportunities to access a range of objects that work in different ways for different purposes. Children access small and large equipment during indoor and outdoor play to develop their physical and creative skills.

Leadership and management of the setting is generally good. Staff and management work well together and with other professionals to support and work towards meeting the needs of the children. Staff and management meet regularly and are supportive of each other. Opportunities for further training are taken up with the Early Years Development and Childcare Partnership.

Partnerships with parents are generally good. Positive relationships with the parents were observed throughout the inspection. Parents provided Ofsted with positive written feedback on the care and education of their child. The group should however, encourage parents to be further involved in their child's ongoing progression through pre-school and to share what they know about their child.

What is being done well?

- Children use planned and spontaneous opportunities to count, calculate and look at shape, space and measurements.
- The children learn about their own and the cultures of others through planned activities and through access to resources that positively reflect diversity.
- Children access a range of small and large equipment and develop their physical skills during indoor and outdoor play.
- Children's creative development is very good. They access a range of resources to stimulate imagination and support their skills in expression of ideas to peers and adults.
- Staff provide a range of planned and spontaneous opportunities to meet the

needs of children, they have a good understanding of the curriculum and work well as a team.

What needs to be improved?

- opportunities for children to access a broad range of resources during child-initiated play
- opportunities for children to access an interesting and well resourced writing area
- opportunities for children to access objects that work in different ways for different purposes
- opportunities for parents to be involved in their child's progression through pre-school and to share what they know about their child on an ongoing bases.

What has improved since the last inspection?

There has been generally good progression since the time of the last inspection. At the time of the last inspection there were three key issues.

Firstly, the group was asked to incorporate the stepping stones as learning objectives in order to link the planning in areas of learning and make it appropriate to three and four-year-olds. The group addressed this by ensuring the stepping stones outcomes were used as objectives in the short term planning and ensuring this was in place for both three and four-year-olds. This is now evident in the group's planning where the stepping stones objectives are clearly outlined.

The group was also asked to provide opportunities for children to regularly select and use resources freely as they record numbers, write and draw, paint and dress up in the role play area and provide as many opportunities as possible for children to access sand and water, taking into account the 'shared' nature of the playgroup building. This is still ongoing, as the group is somewhat limited by time and the constraints of the setting which is used by the school outside the playgroup sessions. The group provides opportunities for children to access sand and water, paint and role play during the week. However the children do not have access to a broad range of resources and activities during child-initiated play at each session. This has been brought forward as a key issue as part of this inspection.

The group was asked to provide opportunities for more children to talk during circle time. The group ensured circle time was included in the routine of the day. The children now take turns at talking and listening to the staff and their peers. During circle time, the children now take it in turn to talk about the weather, days of the week, counting the children and they chat about the activities that they will be doing later in the session.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children's personal, social and emotional development is generally good within the playgroup, with staff providing opportunities to develop self-care and good levels of self-esteem. Children should be provided with further opportunities to access a broad range of resources to develop their skills during child-initiated play. The children are well behaved and receive praise and small rewards from the staff. Children show excitement and are able to share and turn take with their peers.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children listen and interact well at story time, are able to recall story endings, are familiar with nursery rhymes and spontaneously do the actions. Children communicate positively with their peers and the adults. Children should access a broad range of planned and spontaneous opportunities throughout the session to further develop their skills in writing. The staff use open questioning to encourage children to communicate their ideas to peers and adults.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

The staff make good use of planned and spontaneous learning opportunities during practical activities to count with the children, and they are able to count meaningfully beyond 10. Children can identify shapes and look at patterns, exploring mathematical concepts using sand and water and a range of other resources. The staff use planned and spontaneous opportunities to encourage children to add, subtract and explore similarities and differences

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children access a range of opportunities to use their senses to explore and investigate. They explore the local environment, looking at differences using various indoor and outdoor opportunities. Children explore concepts of past and present events and they talk about their families and pets. They explore festivals and cultures and access resources that positively reflect diversity. Children do not always have access to a range of resources that work in different ways for different purposes.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Art and craft resources are accessible to children and include tools to promote hand-eye co-ordination. The children access a range of small and large equipment and tools for indoor and outdoor play. Children access a range of equipment for climbing and balancing. Staff encourage children to explore healthy lifestyles, hygiene and eating well and children are also encouraged to recognise the changes that happen to their bodies when they are active.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children have access to resources like glue, painting and drawing to create and design. They have opportunities to respond to what they see, touch and feel and the staff extend and consolidate the children's learning. Children sing songs, recite rhymes and there are opportunities for children to play imaginatively in the role play area with peers and adults, where they express themselves freely.

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

- There are four key issues.
- provide opportunities for children to access a broad range of resources during child-initiated play
- provide opportunities for children to access a well resourced and interesting writing area
- provide opportunities for children to access resources that work in different ways for different purposes
- provide opportunities for parents to be involved in their child's progression through pre-school and encourage parents to share what they know about their child.

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.