



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 131550

DfES Number: 530033

INSPECTION DETAILS

Inspection Date 06/11/2003
Inspector Name Judith Margaret Reed

SETTING DETAILS

Day Care Type Sessional Day Care, Creche Day Care
Setting Name Oaktrees Playgroup
Setting Address Helvellyn Road
 Southampton
 Hampshire
 SO16 4AS

REGISTERED PROVIDER DETAILS

Name Mrs Anya Bernice Hume

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

Oaktrees Pre-School opened in the current premises in 2002. It operates from a purpose built room, within the Mason Moor primary school, in Millbrook Southampton. The pre-school serves the local area.

There are currently 44 children aged 2 to 5 years on roll. This includes 25 funded 3 year olds, and 5 funded 4 years olds. Children attend a variety of sessions. The setting currently supports a number of children with special needs and who speak English as an additional language.

The group opens 5 days a week during school terms. Sessions are from 9.00 to 11.30 and 12.30 to 15.00.

Six part time and full time staff work with the children. Over half the staff have early years qualifications. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

The pre-school provides good quality sessional care for children.

The pre-school is well organised, and promotes learning in all areas with a balanced range of activities. Staff are experienced and trained, with a variety of skills. Some documentation procedures should be improved, although most recording is in place.

The pre-school staff are deployed to good effect and are constantly vigilant about the safety of the children. The premises are secure, and facilities are appropriate for children as well as adults. The needs of individual children are incorporated on a daily basis, and range of resources reflect positive images of diversity. Good hygiene procedures are promoted. However, staff need to ensure that they provide nutritious snacks. In addition staff need to update knowledge of child protection issues.

Staff provide a rich, child centred environment where individual needs, and interests

are valued. Children have access to a wide range of toys and equipment. A policy of consistent behaviour management is maintained.

Staff keep parents informed about the setting through the notice board, leaflets, as well as regular informal meetings with key workers.

What has improved since the last inspection?

This section of the report is not applicable.

What is being done well?

- The pre-school staff have relevant training, skills, and ability. They provide a wide choice of accessible toys and equipment for children in an organised, well maintained environment.
- The pre-school has secure premises where staff are effectively deployed, and resources reflect positive images of diversity. Staff promote health through good hygiene procedures, and are vigilant about children's safety. Drinks are provided for children when required.
- Children are able to choose their own activities, and they are busy and well occupied. Staff value all children as individuals, interact well with them, and use their knowledge of them positively. Good behaviour is praised and encouraged regularly.
- The pre-school staff keep parents informed about their children through regular feedback, and the parents notice board has informative posters, and charts as well as the policies of the group.

What needs to be improved?

- recording of attendance times and of any visitors
- nutritional value of snacks
- knowledge of child protection procedures.

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 a record is kept of any visitors to the pre-school.
2	Ensure times of attendance are noted in the register.
8	Ensure snacks are healthy and nutritious.
13	Ensure that there is a trained staff member who has responsibility for child protection issues.

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

How effective is the nursery education?

Oaktrees Playgroup is a caring and welcoming nursery. Children make generally good progress towards the early learning goals and enjoy their learning. Children's progress in personal, social and emotional development is very good.

The quality of teaching is generally good. Staff manage the children's behaviour well creating a positive learning environment. Children are encouraged to use a good range of resources, equipment and materials to gain confidence in all areas of learning. Staff plan an interesting and varied range of activities to enable children to learn through play. However, opportunities for the children to develop their writing skills, use programmable toys, and dance are limited.

The group supports children with special educational needs and those for whom English is an additional language.

Leadership and management are generally good. There is a strong commitment to improve the care and education for all children. However, the monitoring and evaluation system needs to be linked to all areas of the foundation stage.

The partnership with parents is very good. Staff have good relationships with the parents, who are encouraged to be involved in their children's learning. Parents and staff often exchange information about children's well being and achievements.

What is being done well?

- 1. Children's personal, social and emotional development is given high priority. Children are confident, independent and have good self-esteem. They relate well to adults and each other.
- 2. Staff are skilled in managing the children's behaviour. This creates a positive learning environment.
- 3. Children are confident speakers. They converse well with adults and each other. They are beginning to recognise the sounds and shapes of letters and words.
- 4. Staff provide an interesting and varied range of activities to enable children to learn through play.
- 5. Staff have a secure knowledge of the early learning goals. They provide a learning environment where children want to learn.

What needs to be improved?

- the opportunities for children to develop their writing skills and use programmable toys during their play activities

- the use of the extension activities with the more able but younger children, particularly in communication, language and literacy and maths
- the planning system, to ensure that all areas of the early learning goals are included, particularly music and dance.

What has improved since the last inspection?

The playgroup has made good progress since the last inspection. The curriculum for maths is generally good. There are a good range of resources and children take part in a wide range of mathematical activities. Children are grouped appropriately.

Communication, language and literacy is given good emphasis such as phonics session, story reading, pencils always available. However, there are still limited opportunities for children to write during their play activities, such as making lists and note taking during role play.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children have high levels of confidence, self-esteem and independence. They relate well to adults and each other. Children behave well and staff manage the children's behaviour sensitively. Children learn how to negotiate and take turns and they know right from wrong.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

The children are confident speakers. They converse easily with adults and each other. Children listen to and enjoy rhymes and stories both in large and small groups. They are beginning to recognise the sounds and shapes of letters and words which have meaning for them for example during the phonics session and when writing their names. However, they do not often develop their writing skills during their play.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children count confidently to 11. The staff help the children to learn appropriate mathematical language during their play to discuss shape, position, size and quantity. Older children are provided with an excellent range of extension activities to enable them to make good progress towards the early learning goals. However at present the younger but more able children are not offered these activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are curious. They enjoy finding out about living things and objects in their environment for example growing seeds, discussing jungle animals. Children are confident to use a range of materials and tools to build and design for example scissors, bricks, glue, play dough. They talk about their environment, families and events in their lives. However, there are limited opportunities for children to use programmable toys during their play.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

The children move confidently and with increasing control both indoors and out. They use a wide range of equipment, tools and materials safely. Children have an awareness of the need to stay healthy for example washing hands after using the toilet and before snack time. Children currently have limited opportunities for music and movement.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children use their senses to explore and respond to colour, texture, shape and form for example when using dough, paint and collage materials. Children use their imaginations well in art, role play and when enjoying stories. The staff join in appropriately with role play without being intrusive. However there is little planned music or dance at present.

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

- increase the opportunities for children to develop their writing skills and use programmable toys during their play activities
- ensure that extension activities are offered to the more able but younger children, particularly in communication, language and literacy and maths, to ensure that they are making comparable progress to that made by the older children
- develop the planning system to ensure that all areas of the early learning goals are included, particularly for music and dance.

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.