



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 221874

DfES Number: 584829

INSPECTION DETAILS

Inspection Date	20/09/2004
Inspector Name	Susan Patricia Foulger

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Murrow Playgroup
Setting Address	Murrow County Primary School Murrow Bank, Murrow Wisbech Cambridgeshire PE13 4HB

REGISTERED PROVIDER DETAILS

Name	The Committee of Murrow Playgroup 1067938
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ORGANISATION DETAILS

Name	Murrow Playgroup
Address	Murrow Country Primary School Murrow Bank, Murrow Wisbech Cambridgeshire PE13 4HB

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

Murrow Playgroup opened in 1992 and is committee run. It operates from a mobile in the grounds of Murrow village primary school and serves the local community.

The pre-school is registered to care for 16 children between the ages of 2 years 9 months - 5. There are currently 18 children on roll. This includes 13 funded three year olds. Children attended for a variety of sessions. Currently, there is one child with special needs attending, but none who speak English as an additional language.

The pre-school opens for four morning sessions a week during term time.

Three full time staff work with the children, all of whom hold early years qualifications at NVQ levels 2 and 3.

The setting receives support from a teacher from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Murrow Playgroup provides a satisfactory standard of care overall for children aged 2 years 9 months to 5 years.

The playgroup share the mobile classroom with the out of school club so staff have to set up and clear away every session. The environment is warm and welcoming and the walls are brightly decorated.

Safety and security is effective. Children are well supervised and have valuable one to one contact with the adults which helps them to make progress.

There is a very good range and balance of toys and activities, which are of a high standard and the children are able to select and make some choices for themselves.

Staff work well together as a team, the children appear happy and settled and parents approve of the care their children receive. Staff are very experienced and are confident in their handling of the children, so behaviour management is consistent. They would like to do further training.

Children are encouraged in good hygiene practices but are not always closely monitored by the adults, especially as most of them are new to the playgroup.

A well thought out comprehensive policy allows the pre-school to ably support children with special needs. Equal Opportunity practice is successful and there is a range of resources and activities available to teach the children about other cultures.

The overall organisation of the pre-school is effective, but there are some policies required by the National Standards that are missing from the overall paperwork which is not always well organised.

What has improved since the last inspection?

At the last inspection in 2003, the playgroup was asked to ensure that all records would be readily accessible and available for inspection at all times. The playgroup have since purchased a filing cabinet where all records are confidentially kept.

They were also asked to make available a written complaints procedure available for parents. This is now in place but needs further adjustments so that parents would know how to complain directly to Ofsted if they wanted to.

What is being done well?

- The group have experienced and qualified staff who have a clear understanding of their roles and responsibilities, helping the provision to meet the children's individual needs
- Children's individual needs are met through planned activities and play situations that help to develop their emotional, physical, social and intellectual capabilities.
- The playgroup provides a good range of accessible toys and resources. A broad range of activities is offered. The outside play apparatus, shared with the reception class is inviting and a valuable aid to the children's physical development.
- The staff have a good understanding of equal opportunity practice and resources are good. The playgroup welcome travellers, especially, to the playgroup.

What needs to be improved?

- some policy statements and parental permissions
- supervision of the children in personal hygiene practice

Outcome of the inspection
Satisfactory

CONDITIONS OF REGISTRATION
<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
<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 must take the following actions by the date shown		
Std	Action	Date
7	request written permission from parents for seeking emergency medical advice or treatment	06/10/2004
7	devise and implement a policy about the exclusion of children who are ill or infectious and make sure parents are made aware of it	06/10/2004

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

How effective is the nursery education?

The provision for nursery education at Murrow playgroup is good. Children are making very good progress towards the early learning goals in knowledge and understanding of the world and generally good progress in all other areas of learning.

The quality of teaching is generally good. The staff has a secure knowledge of the early learning goals and the planning, if not clear, provides a broad balanced and purposeful curriculum in most areas of learning. Staff work very well together and interact well with the children, offering appropriate praise and encouragement to promote confidence and self esteem. They offer activities which build upon what the children already know and some to extend their knowledge. They do not always ask enough open ended questions to provide sufficient challenge. Behaviour is sensitively and well managed.

Leadership and management is generally good. Training is encouraged and the staff are clear what their training needs are. The setting is committed to ongoing improvements and providing the best care for the children. The playgroup do not monitor and evaluate the provision for nursery education in any formal way by assessing its own strengths and weaknesses constructively. The staff and committee work well together but do not meet very frequently. Some of the jobs normally done by the committee that are being done by the leader.

The partnership with the parents is generally good. New children are eased into the playgroup sensitively and parents are provided with good quality information through newsletters and welcome packs. All become committee members when their children start at playgroup but few are active and attend meetings. Parents, although welcomed, are not invited specifically to help during the sessions.

What is being done well?

- The staff have worked together for some years and work very well together as a team. Each of them has a special strength.
- Children with special needs are welcomed and included well in the day to day activities.
- Children are offered a rich variety of topics which helps them to explore not only their own customs, but those of others throughout the world.

What needs to be improved?

- written planning
- some aspects of teaching which include asking open ended questions and

increasing the children's vocabulary/use of reference books etc.

- the evaluation of the settings strengths and weaknesses

What has improved since the last inspection?

generally good progress has been made in implementing the action plan drawn up to address the key issue of the last inspection.

Children's physical development is included in the curriculum, however although the playgroup have gone some way to actioning this there are few examples of specific planning.

They were also asked to integrate into routines and activities opportunities for the children to recognise and write their names - at the beginning of the session children are asked to select their name tag and post it into a box. Individual bags which they take home with their work in are also labelled with their names.

They were also asked to develop the documentation for recording children's achievements in line with the, then, new guidance to clearly show progression towards the early learning goals. Each child is now given a report when they leave which incorporates the six areas of learning and their progress towards them. These are built up using frequent observations of the children.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are beginning to form strong relationships with the staff. Most of the children are new and need extra support until they are used to the routines. Staff settle children well and develop children's confidence effectively. A sense of community is developing well as children experience customs of their own and other people's. The children's independence is encouraged at all times. They learn to pour their own drinks at snack time, tidy their toys and take themselves to the toilet.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children are using language to communicate with adults and other children. Staff are looking to identify children that they think might have speech problems. They listen and respond appropriately to children but are sometimes missing opportunities to ask questions and extend the children's vocabulary. Children listen and respond with enjoyment to stories and they spontaneously use the writing desk for mark making. The playgroup does not provide reference books to help the children with topics.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children are beginning to show confidence in numbers. They encounter a range of mathematical experiences in day-to-day play e.g. weighing and measuring in cooking, and in using the appropriate software packages on the computer which is available at all times. They are beginning to use mathematical language e.g. heavier, lighter. The children are being introduced to shape and pattern making. They have visited the school to look for different shapes in the fabric of the building itself.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children are offered a stimulating selection of topics which help them to explore and investigate their own world and other cultures. They are beginning to know about other cultures and beliefs through the celebration of festivals. They are given opportunities to build and construct using a wide range of materials. The computer is available at all times and together with the calculators and cash machines are introducing the children to everyday technology.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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There are valuable opportunities for children to develop with confidence and safety through physical play. They move at speed with control and co-ordination on the good quality scooters. Especially effective is the use of the shared climbing apparatus which is giving the children opportunities for jumping, balancing, etc. There are few key activities planned. Children enjoy a wide range of resources, tools and equipment with appropriate adult support and increasing control.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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The role play area is varied and gives the children opportunities for imaginative play. Festivals and features from other cultures are being introduced. There are good opportunities for the children to explore colour, texture and shape through a variety of mediums. Activities allow them to taste, touch, smell and hear. They are able to work in three dimensions and play with water and sand frequently. Creative activities are balanced; some are adult led, some allow the children free rein.

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

- build time for planning and evaluation into the staffs' contracts
- introduce opportunities for children to select and use reference books when working on a topic
- introduce procedures for evaluating the playgroup's strengths and weaknesses

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.