



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 206879

DfES Number: 524080

INSPECTION DETAILS

Inspection Date 09/06/2004
Inspector Name Sharon Dickinson

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Stenson Fields Playgroup
Setting Address Stenson Fields Primary Community School
Heather Close, Stenson Fields
Derby
Derbyshire
DE24 3BW

REGISTERED PROVIDER DETAILS

Name The Committee of Stenson Fields Playgroup

ORGANISATION DETAILS

Name Stenson Fields Playgroup
Address Heather Close
Stenson Fields
Derby
Derbyshire
DE24 3JD

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

Stenson Fields Pre-School opened in 1987. It operates from the community room at Stenson Fields Primary School. The setting serves the local area.

There are currently 69 children from two-and-a-half to five years on roll. This includes 35 funded 3-year-olds and 21 funded 4-year-olds. Children attend for a variety of sessions. The setting supports children with special needs and who speak English as an additional language.

The Pre-School opens five days a week during school term times. Sessions are from 09:15 until 11:45 Monday to Friday, and 12:30 until 15:00 on Monday, Tuesday and Friday afternoons. The group also operates a rising fours session at Sinfin Library on Friday's.

10 part-time/full-time staff work with the children. Five members of staff have early years qualifications to NVQ level 3. Six staff are currently working towards a recognised early years qualification. Childcare students are placed in the nursery by local colleges. The setting receives support from a teacher from the Early Years Development and Childcare Partnership (EYDCP) and receives funding for nursery education. The setting is a member of the Pre-School Learning Alliance (PLA).

How good is the Day Care?

Stenson Fields Pre-school provides satisfactory care for children. An effective operational plan ensures good use is made of staff, space and resources, allowing children to play freely and choose their own activities and resources. Children are well cared for and supported appropriately. The display of children's paintings helps create a welcoming atmosphere. There is a good selection of toys, resources and equipment to meet the needs of all children and provide a balanced curriculum. Most documentation is in place.

Safety is promoted within the setting although the supervisor is not aware whether health and safety recommendations have been met via the school. The premises is

secure, access is monitored carefully and children are supervised well. Drinks are available and accessed by children throughout the session, snacks are provided sufficient for their needs. Staff are aware of appropriate procedures for the protection of children. Hygiene and privacy issues are not fully considered during children's personal hygiene routines.

Children have access to a good range of activities and resources that are stimulating, fun and help them make progress. They enjoy their play. Staff engage in children's play and conversation, offering praise and encouragement promoting children's self esteem. Staff have a secure knowledge of children's individual needs all children are included and have equal opportunities to enhance their learning and play. Children's behaviour is managed effectively, they have clear and consistent boundaries and know what is expected of them. Good behaviour is valued and encouraged.

Children are looked after according to parents wishes. Regular information is provided for parents and they are kept informed of their child's progress through daily discussion.

What has improved since the last inspection?

The Supervisor has been identified as the nominated person for the group ensuring effective communication between the provision and the regulator.

Documentation includes information about consent for emergency aid, however parents signatures are still not directly obtained in relation to this.

A list of useful contact numbers is recorded within the settings brochure including the contact details of regulator, however this information is not clearly identified via the settings complaints procedure for parents perusal.

What is being done well?

- Staff have good relationships with children, they provide a supportive, caring and stimulating environment for children to learn. Children are well occupied and enjoy their play.
- Children's behaviour is managed effectively with praise, encouragement and reassurance given. Staff set good examples and are positive role models for children's behaviour, therefore children feel secure and settled within this environment.
- Staff organise and supervise the available space well, allowing children to play freely and choose their own activities and resources. Premises is warm and welcoming to children and parents.
- There is a good selection of well maintained toys, resources and equipment to meet the needs of all children and provide a balanced curriculum. Children have easy access to the equipment and are interested in and want to play with what is available.

What needs to be improved?

- documentation to ensure the safe and efficient management of the provision and bring policies, records and procedures in-line with requirements.
- hygiene procedures, in relation to current hand washing practices.
- staff awareness of whether the premises meets health and safety requirements.

Outcome of the inspection

Satisfactory

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 premises meet health and safety regulations.
7	Revise current hand washing practices taking positive steps to prevent the spread of infection.
14	Ensure documentation is in place to to ensure the safe and efficient management of the provision namely; maintain record of visitors, conduct a risk assessment, procedure for safe conduct of outings, parents sign medication records to acknowledge entry, include contact details of registered body on complaints procedure.

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

How effective is the nursery education?

Stenson Fields Pre-school offers a welcoming and well-organised learning environment where children feel happy and secure. Overall, children make generally good progress towards the early learning goals and in personal, social and emotional development, communication, language and literacy, knowledge and understanding of the world, creative and physical development they make very good progress.

The quality of teaching is generally good. The staff are developing a sound understanding of the Foundation Stage. The playgroup session is well balanced to provide opportunities for children to pursue their own interests as well as to take part in adult led activities. Staff are calm, relaxed and friendly in their management of the children, offering appropriate positive comments to enhance self-esteem. They have high expectations of behaviour and provide positive role models to children. Interesting and stimulating activities are planned for the children. Staff know each child well, they record children's progress and achievements regularly. However they are not yet using information gained to consistently plan for children's individual needs.

Leadership and management is very good. Good relationships are fostered and the committed staff team have a collaborative approach to all aspects of their work. The setting is committed to staff development and training which helps to promote the improvement of care and education for all children.

The partnership with parents is generally good. Parents receive good quality information about the playgroup and its educational provision. They share information about their child on a daily basis in an informal manner, however, there are no regular opportunities for parents to share their children's progress and achievements and they are not currently encouraged to be involved in their children's learning at home.

What is being done well?

- Children's personal, social and emotional development is very good. Children are motivated and eager to learn, they are confident, sociable and have caring relationships with each other and staff.
- Writing materials are freely available and children are well motivated to write. Some older children are confident in writing familiar letters independently and younger children are making good progress towards this. They have many appropriate opportunities to practise their emergent writing skills as for example part of imaginative play or listing names at the computer.
- Children are developing a sense of the world about them through topics and the roles that people play, and by learning about other cultures. Children use

technology to support their learning and are skilled in using the computer.

- Staff work well together and form an enthusiastic and capable team. Positive relationships are built with the children and parents. They are calm, relaxed and friendly in their management of the children, offering appropriate positive comments to enhance self esteem.

What needs to be improved?

- the use of assessment, to link children's individual progress and achievements to the next steps in learning.
- planning and opportunities in the daily programme to raise children's awareness of calculation and to develop and consolidate skills in simple addition and subtraction.
- information for parents, ensuring they have regular opportunities to share their child's progress and achievements and encouraged to be involved in their children's learning at home.

What has improved since the last inspection?

Generally good progress has been made since the last inspection. A new assessment format is in place which clearly covers all areas of learning and stepping stones. However staff have identified that children's assessments could be used more effectively to identify next steps for individual children's learning and to inform planning.

Indoor physical activities are now well organised. Staff are deployed affectively and children are grouped appropriately to enable all children to actively participate in all tasks with limited waiting times. This ensures children's time is used well allowing them to participate in a variety of activities and learning experiences.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

The children have very good relationships with the staff and each other, they work together co-operatively. Children are interested in the activities available to them in the session, and are able to sit quietly and maintain their attention for long periods. Staff show them that they are valued and successfully build their confidence and self-esteem by praising and encouraging their efforts, and giving them responsibility and the opportunity to make decisions.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Speaking and listening skills are well fostered. Staff encourage children to chat about their family life and experiences and use appropriate questioning helping them put their thoughts into words. Children use a narrative in their play. There is a good range of books to enjoy, which children use regularly. They know print carries meaning. Children listen well at story time and are able to recall familiar storylines. Children are confident linking sounds to letters.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children demonstrate good matching and sorting skills and have an understanding of shape, size and pattern. Children are able to count freely and some older children confidently count beyond 10. They have opportunities to solve simple mathematical problems and use mathematical language through practical activities. However maths planning does not promote basic calculation skills at a level appropriate for the children's abilities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children's design and making skills are well developed through a good range of construction activities. They have opportunities to select from a wide range of equipment and materials for example, craft trolley. Children are developing a good sense of time and place. They have access to a good variety of information, communication and technology equipment such as calculators, electronic toys, tape recorders, telephones and a computer.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children have access to a wide range of physical activities inside and out of doors and are developing good co-ordination skills. Children are keen to try new skills and staff offer encouragement and support to help them succeed in their chosen task. They are developing good fine manipulative skills. Children are beginning to recognise the importance of staying healthy, they discuss why they have to wear sun hats, and have had a visit from a dentist.

CREATIVE DEVELOPMENT

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

Children explore colour and texture in their craft experiences, and undertake regular malleable and creative activities. They initiate their own creations, developing their own ideas which are valued by staff. Children are familiar with many songs and rhymes and join in with enthusiasm. They have opportunities to use move to music and explore sounds made by instruments. Children enjoy imaginative play using appropriate props and staff provide sensitive support.

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

- Key Issues:
- Ensure assessments are used effectively, to link children's individual progress and achievements to the next steps in learning.
- Ensure planning and opportunities in the daily routine promote opportunities to raise children's awareness of basic calculation.
- Ensure parents have regular opportunities to share their child's progress and achievements and are encouraged to be involved in their children's learning at home.

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.