



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY217717

DfES Number:

INSPECTION DETAILS

Inspection Date	29/09/2003
Inspector Name	Christine Coram

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Milborne Ladybirds Playgroup
Setting Address	Milborne St Andrew Village Hall Milborne St Andrew Blandford Forum Dorset DT11 0JX

REGISTERED PROVIDER DETAILS

Name	The Committee of Milborne Ladybirds Playgroup Committee
------	---

ORGANISATION DETAILS

Name	Milborne Ladybirds Playgroup Committee
Address	Milborne St Andrew Village Hall Milborne St. Andrew Blandford Forum Dorset DT11 0LG

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

Milborne Ladybirds playgroup registered in 2002 and is managed by a voluntary committee of parents. It operates in a village hall , and serves a very small rural community.

Children access the main hall and toilet and wash basin facilities are accessible off this room. There is a separate kitchen situated off the hall. There is no enclosed outside area however the group utilises the adjacent playing field .

Children attend from the local village, and also from Blandford and the outskirts of Dorchester, most children go on to attend Milborne St Andrew First School, to which the pre-school have developed good links.

The pre-school is registered to provide places for 20 children between the ages of two years to five years, and currently have eleven children on role. There are eight three year olds and no four year olds in receipt of nursery education funding. The group support children who have special education needs, and for families which English is an additional language. The pre-school is open Mondays , Wednesday and Fridays from 09:15 - 11:45 .

Two paid staff work with children, the supervisor has an NVQ level 3 qualification and the deputy is currently working towards this qualification. There are two voluntary workers who between them assist staff on a daily basis one is currently undertaking NVQ level 2 training . The group receives advice and support from the Dorset Early Years Partnership, and from the Early Years Advisory Consultants.

How good is the Day Care?

Milborne Ladybirds Playgroup provides satisfactory care for children and staff have a secure knowledge of the National Standards. The planning, record keeping and environment are well organised with staff aware of their roles, the room arranged in a thoughtful and ordered way and a good range of equipment maintained and set out well.

The children are cared for in a safe and hygienic environment where comprehensive procedures are followed to reduce hazards and ensure that children's health is promoted. They are protected by vigilant, vetted staff who supervise them at all times, although the child protection policy needs to be expanded to include action should allegations be made against staff. Children are valued as individuals and their needs, including any special needs, are met through careful planning and staff's knowledge of these needs. Nutritious snacks and drinks are provided for the children during the session.

A wide range of activities is offered throughout the session although books are not always easily accessed or inviting and limited images of diversity in society are available. The children behave well and staff manage behaviour in a sensitive and appropriate way.

The complaints procedure does not include information about the regulator, but parents are well informed about the setting and their children's progress and have an open relationship with staff.

What has improved since the last inspection?

not applicable

What is being done well?

- The setting is well organised with clearly stated routines and staff's responsibilities. Activities are arranged to provide specific areas for different play allowing the children to move freely and safely from one to another.
- The children's needs, personalities and abilities are known and understood by staff who offer individual attention and activities which can meet those needs.
- The children behave well, responding to the clear, consistent and age appropriate approach of staff to behaviour management.
- Parents are given clear information about the setting and their child's progress and staff develop open relationships with them through frequent communication.

What needs to be improved?

- the book corner to make books accessible and inviting to the children at each session;
- the range of images which reflect diversity in society and promote understanding of different cultures, ethnicity, gender and disability;
- the complaints procedure to inform parents of how to contact the regulator;
- the child protection policy to include a procedure to follow should an allegation be made against a member of staff.

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 should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
9	make sure that toys and resources reflect positive images of culture, ethnicity, gender and disability;
12	make available to parents a written statement that provides details of the procedure to be followed if they have a complaint, including the contact details for the regulator;
13	ensure that the child protection procedure for the playgroup includes procedures to follow should an allegation of abuse be made against a member of staff.

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

How effective is the nursery education?

The nursery education provided by Milborne Ladybirds is generally good with children making generally good progress in all areas of the early learning goals and very good progress in physical development.

Staff work well as a team and are given clear direction with regards to activities and how to promote children's learning and demonstrated good understanding of the ELG's.

Staff offer children consistent and realistic boundaries which results in children being responsive and busy in their play.

Staff ratio is high which results in children receiving 1-1 attention and developing good relationships with staff and peers.

Children have developed agility and are confident in handling a range of tools and equipment with ease.

There are missed opportunities to develop maths and simple problem solving activities regularly in every day situations .

Children's awareness of other cultures is limited and this has been identified in the planning and lack of positive images of resources on a regular basis.

There are missed opportunities to develop the children's natural curiosity and few children asked why things happen or how things worked and this was demonstrated in the seed and balloon activities and show and tell time when staff missed opportunities to expand on how a torch worked.

Leadership and management is very good with staff and committee having clearly defined roles and responsibilities and they are able to communicate effectively and support each other to ensure training needs are identified and addressed.

Partnership with parents is excellent with detailed and comprehensive information being shared about the aims and objectives of the group. Parental involvement is valued and encouraged .

What is being done well?

- Children move freely with pleasure and confidence. They are able to negotiate space successfully showing respect for the personal space of others when playing. They use a range of tools competently and are beginning to show health and bodily awareness.
- Parents are kept well informed about their child's time at the group through

comprehensive literature and daily feedback. There are good opportunities for parents to become involved in extending their children's learning at home if they wish or to contribute to sessions.

- Leadership and management of the group is strong. Staff and committee have a clear vision with regards to the aims and objectives they wish to achieve. Procedures are being continually assessed to monitor progress. Staff development is encouraged and supported through effective systems in place.

What needs to be improved?

- increase and extend opportunities to develop the children's natural curiosity;
- increase opportunities to develop the children's mathematical language and concepts of problem solving in every day situations;
- extend opportunities for children to develop and explore other cultures through positive images and appropriate activities.

What has improved since the last inspection?

not applicable first inspection

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children are confident and are forming good relationships with their peers and are learning to co-operate, share and work as part of a group. They are beginning to understand what is right from wrong due to the realistic expectations set by staff. Children show good levels of personal independence through selecting their own resources confidently, going to the toilet on their own and giving out snacks. However there are few opportunities for them to experience diversity.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
------------	----------------

Children use language well to explore imagined experiences and to express their feelings to others. They have a clear understanding that print carries meaning and enjoy story times as a group and act out their favourite characters. Staff miss some opportunities to use language to connect ideas, explain what is happening and anticipate what may happen next and there are limited opportunities for children to use writing e.g. role play area

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children show an interest in numbers and counting and some are beginning to count beyond 10. Staff provide opportunities to extend the children's understanding of shape, space and measure through every day activities. However children are not being introduced to mathematical language and concepts to help them solve every day problems. e.g. using addition and subtraction in every day situations.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
------------	----------------

Children enjoy investigating living creatures in the natural world they live in but there are missed opportunities to develop children's natural curiosity and interest in why things happen and how things work. Staff provide good opportunities for children to build and construct their own models from a range of materials but need to introduce more regularly an appropriate range of activities and resources for children to experience other beliefs and cultures.

PHYSICAL DEVELOPMENT

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

Children moved confidently with control and co-ordination, successfully negotiating space well and avoiding obstacles and each other. They show agility when using large equipment and the wide range and balance of small tools helps children develop good hand- eye co-ordination and fine pincer grip. Children show a good awareness of personal hygiene e.g. wash their hands without being asked.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children use their imagination well to act out every day situations and make believe stories in the role play area. They are use musical instruments with enthusiasm to explore how sounds can change. There are limited opportunities for children to express their own creativity through art and craft, with many creative activities being adult led as well as missed opportunities for children to describe the textures of things.	

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 opportunities to extend and develop the children's natural curiosity;
- increase the staff's knowledge of how to use everyday activities to help develop the children's mathematical language and problem solving concepts;
- increase and develop the children's awareness of the cultures and beliefs of others.

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.