



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 200622

DfES Number: 548811

INSPECTION DETAILS

Inspection Date	13/07/2004
Inspector Name	Sally Elizabeth Lee

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	HILLSIDE & ROKEBY COMMUNITY PLAYGROUP
Setting Address	COMMUNITY BUILDING ANDERSON AVENUE RUGBY WARWICKSHIRE

REGISTERED PROVIDER DETAILS

Name	The Committee of Hillside & Rokeby Community Playgroup
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ORGANISATION DETAILS

Name	Hillside & Rokeby Community Playgroup
Address	Community Building 40 Anderson Avenue Rugby Warwickshire CV22 5PE

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

Hillside and Rokeby Community Association Playgroup opened during the 1970s. It operates from a community building in the grounds of Rokeby Infant School on the Hillside and Rokeby estates of Rugby. The group has use of the community room and partitioned kitchen area, toilets and an enclosed outdoor play space.

The group provides 20 places for children aged 2.5 to 5 years, although children usually attend the nursery class in the Infant school in their pre-school year.

The playgroup opens Tuesday and Thursday mornings from 09:00 to 11:30 hours, term time only, but the number of sessions available increases during the year according to demand. There are 28 children on roll, 10 of whom are funded three-year-olds. There is a programme in place to support children with special educational needs and those for whom English is an additional language.

There are four staff who work with the children, two of whom have an Early Years qualification.

How good is the Day Care?

Hillside and Rokeby Community Association Playgroup offers satisfactory care for children. Staff create a warm and comfortable environment where children and parents are relaxed and happy. They provide a range of practical activities where children learn through play. However the range and balance of activities is not always stimulating and imaginative and does not always help children to make progress in all areas of their development.

Children learn good hygiene procedures at the playgroup and safety is generally given a high priority although risk assessments are not reviewed regularly. Although the staff provide good role models, they do not always manage behaviour consistently and noise levels in the group are high. There is no key worker system in place in the playgroup.

Staff are welcoming to the parents and give daily verbal feedback to them about their child's care and achievements and provide regular newsletters about what is happening in the group. Most of the necessary documentation for the smooth running of the group is kept although the child protection procedure lacks necessary detail and the operational plan and children's assessment records are not made available to parents.

What has improved since the last inspection?

Not applicable, as there were no actions following the previous inspection.

What is being done well?

- A warm and welcoming atmosphere is provided enabling children and parents to feel welcome and happy within the group.
- Children learn about the importance of good hygiene procedures and staff are careful to ensure hygiene procedures are maintained.
- Regular newsletters and daily verbal feedback from staff ensure parents are informed about the group and their child's progress.

What needs to be improved?

- clarity and consistency in the management of children's behaviour
- organisation of children into key groups
- the availability of the operational plan and children's assessment records to parents
- monitoring and review of risk assessments
- the child protection statement to include the procedure to be followed in the event of an allegation being made against a member of staff.

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 must take the following actions by the date shown		
Std	Action	Date
2	Ensure every child is allocated to a member of staff within their key group who is his/her key person.	30/07/2004
2	Ensure operational plan is made available to parents.	30/07/2004
11	Ensure strategies for dealing with behaviour are understood, appropriate and consistently applied.	30/07/2004

The Registered Person should have regard to the following recommendations by the time of the next inspection	
Std	Recommendation
6	Ensure risk assessments are monitored and reviewed regularly.
13	Ensure the child protection statement includes the procedure to be followed in the event of an allegation being made against a member of staff.
14	Ensure children's assessment records are shared with parents.
3	Ensure there is a stimulating range and balance of activities which help children make progress in all areas of their development.

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

How effective is the nursery education?

Hillside and Rokeby Community Association Playgroup provides a warm and welcoming environment for children. The lack of experience of staff in this area together with brief planning and assessment systems means that the implementation of the early learning goals has significant weaknesses overall, although progress in physical development is generally good.

Teaching has significant weaknesses. Staff have a basic knowledge of the Foundation Stage and they have made good relationships with the children but they lack experience in this area. Planning is brief and is not informed by the assessment system. It does not incorporate how to extend and support children's individual learning and consequently older and more able children are not always challenged appropriately. Behaviour is not managed consistently within the staff group and time, space and resources are not organised to engage children's interest and help them to learn to behave appropriately. There is a suitable programme in place to support children with special educational needs.

Leadership and management are generally good. Staff work well together as a team in most areas. They are aware of the weaknesses within the group and show commitment to improve standards for the children. They are willing to undertake ongoing training. Regular staff meetings are held although these are informal. The committee supports the work of the group by fund raising and dealing with much of the administration.

Partnership with parents is generally good. Parents receive initial brief information about the group and regular newsletters, which keep them, informed about what is happening in the group and how they can help their children's learning. There is no formal system in place to share children's progress and achievements, and assessments are not currently shared with parents, but staff are welcoming and parents are relaxed and receive daily verbal feedback from staff.

What is being done well?

- Staff plan and provide a range of practical activities and have a good understanding of the way children learn.
- The programme for physical development is generally good. Children have regular opportunities to climb, run, jump and balance and to use a range of tools and resources.
- Children enjoy looking at books and listening to stories, both individually and in small and large groups.

What needs to be improved?

- the management of children's behaviour
- the organisation of time, space and resources
- the planning and assessment systems
- the availability of opportunities for children to use their imagination.

What has improved since the last inspection?
Not applicable as this is the first inspection.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Significant Weaknesses
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Children separate confidently from carers and are interested in the activities and eager to play. They have made good relationships with adults and other children. They show little awareness of the needs of others and have difficulty sharing and taking turns. They do not yet understand the consequences of their words and actions.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Significant Weaknesses
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Children can converse easily using simple sentences and vocabulary. They enjoy listening to stories and looking at books and have favourite books they enjoy sharing. They are beginning to make marks in paint and crayon but do not yet give meaning to their marks. They have little opportunity to see words as labels and do not yet experiment with language, exploring initial sounds, rhymes or repeating words and phrases in stories. They do not have opportunities to use 'writing' in role-play.

MATHEMATICAL DEVELOPMENT

Judgement:	Significant Weaknesses
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Children are learning to count and some children can count to 10. They occasionally use numbers in daily routines, activities and number rhymes. Some children are beginning to use mathematical language to describe shape, position, size and quantity. They do not have opportunities to see and recognise numerals. Children enjoy making patterns with peg boards but this learning is not extended.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Significant Weaknesses
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Children learn about life cycles in books and stories. They build with a range of construction materials and are beginning to learn about their own cultures and beliefs. They have few opportunities to look at difference and change in the natural world. Information and communication technology is not used to support children's learning, and children are not learning about the cultures and beliefs of others.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children have regular opportunities to run, jump, climb and balance and are developing skill in all these areas. They use a range of tools and equipment with increasing skill and dexterity. They have few opportunities to respond to rhythm and move imaginatively and have not yet learned to respect other children's personal space.

CREATIVE DEVELOPMENT	
Judgement:	Significant Weaknesses
Children have regular opportunities to explore paint, collage and play dough. They sing songs with enjoyment and imitate adults in the role-play area. However the role-play area is not used creatively by staff to engage children's imagination and extend their learning. Children have few opportunities to respond to what they see, hear, smell, taste, touch and feel.	

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable but has some significant areas for improvement. Children's progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- Improve the organisation of space, time and resources to give more structure and focus to the children's learning.
- Improve planning and assessment systems to ensure an appropriate curriculum, covering all areas of learning and the full range of learning needs. Share children's assessments with parents.
- Establish a consistent approach to managing children's behaviour.

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.