



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 127813

DfES Number: 516073

INSPECTION DETAILS

Inspection Date	07/11/2003
Inspector Name	Linda Fair

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Much Hadham Playgroup
Setting Address	Oudle Lane Much Hadham HERTS SG10 6DQ

REGISTERED PROVIDER DETAILS

Name	The Committee of Much Hadham Playgroup 298642
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ORGANISATION DETAILS

Name	Much Hadham Playgroup
Address	Oudle Lane Much Hadham Herts SG10 6DQ

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

Much Hadham Playgroup has been open for 30 years. It operates from a single storey purpose built premises in the grounds of St Andrews School in Much Hadham. The provision serves the local area.

There are currently 42 children from 2 to 5 years old on roll. This includes 1 funded 4 year old. Children attend for a variety of sessions. The setting currently supports children with special needs.

The group opens 5 days a week during school term times. Sessions are from 09:00 until 12:00.

5 staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. The setting receives support from the qualified teacher involvement scheme.

How good is the Day Care?

Much Hadham Playgroup offers satisfactory care for children. The setting offers a purpose built, clean and comfortable environment to children where they can play and learn. The facility is organised to ensure staff work directly with the children. Staff have good relationships with the children. They spend considerable time talking to the children who are frequently praised on their achievements. Staff know the children well and work hard to meet their individual needs. Some documentation and operational procedures require attention.

Staff demonstrate a sound awareness of safety issues and they are active in promoting good personal hygiene procedures with the children. Healthy snacks are provided and drinks are to be freely available to the children. Staff work hard to ensure special needs children are included and involved in the activities planned for the session.

Children enjoy their play. They are interested in the varied range of activities made

available to them and they make choices from a selection of clearly labelled resources. They have good relationships with each other and they involve themselves in self-initiated role play.

The partnership with parents is good. They are welcomed by a friendly approachable staff team and are invited to attend the session at any time. They are provided with ample information on the provision and on their child's learning.

What has improved since the last inspection?

At the last inspection the provider agreed to ensure all staff are vetted, improve the registration system and to address safety issues concerning risk assessments, storage of the paper cutter and usage of the fire door. It was also agreed that policies and procedures would be implemented and advice on Data Protection would be obtained.

Most staff have now been vetted, the registration system now includes times of arrival and departure and all safety issues have been addressed. Policies and procedures have been updated and the group are aware of Data Protection issues. By meeting these actions the provider has continued to ensure a safe environment for the children.

What is being done well?

- The premises is very clean and welcoming for the children. There are bright, interesting wall displays of the topic work carried out in the group.
- Resources are well organised and clearly labelled with words and pictures.
- Children with special needs are integrated into the group well. There are effective working relationships with parents and outside professionals.
- Parents are welcomed into the setting. They appreciate the warm approach offered to them by the staff and of the information supplied to them on the provision.

What needs to be improved?

- the operational plan
- procedures for making drinking water available to children
- record keeping
- the updating of written policies and procedures.

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
12	Ensure there are records of the name, address and telephone number of the parent or carer.	12/12/2003

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

Std	Recommendation
2	Ensure that the operational plan is complete, including appraisal and induction procedures.
8	Make fresh drinking water available to children.
14	Ensure all policies and written procedures are updated as set out in the National Standards and make these available to staff and parents.

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 Much Hadham Playgroup is good. It enables children to make very good progress towards the early learning goals in their personal, social and emotional development and physical development and generally good progress in all other areas of learning.

Teaching is generally good. Staff provide a stimulating learning environment but there are some areas of weakness. Some staff have limited understanding of the foundation stage which includes evaluating and assessing children's work to plan the next steps of their learning. They are friendly and approachable and are deployed well. Staff interact with the children positively and meet their needs sensitively. However, the organisation of some resources does not allow the children to operate independently or make choices about their play.

At present there are not any children on roll for whom English is an additional language. The provision supports children with special needs effectively and provision is made to ensure that all children are included in all activities.

Leadership and management is generally good. The manager and deputy are working hard to develop an effective staff team, they are currently addressing induction and appraisal systems and are in the process of updating the setting's policies. The deputy is working effectively to improve the process for planning the curriculum and assessing children's attainment and progress towards the early learning goals.

Partnership with parents and carers is very good. They are welcomed into the setting and are encouraged to be actively involved with their children's learning. They are able to approach staff and discuss their children's progress daily. Parents receive a variety of information about the group and its planned activities.

What is being done well?

- Staff create a stimulating environment where children learn through a wide range of practical activities.
- Children's personal social and emotional development is very good. Children are motivated to learn, they are confident and they respond well to the familiar routine.
- Children are frequently given opportunities to develop their physical skills. They have access to a range of small tools and they use the large equipment daily.
- There are excellent systems in place to support children with special needs.
- Partnership with parents and carers is very good. They are welcomed into the

setting and are encouraged to be actively involved with their children's learning. They are able to approach staff and discuss their children's progress.

What needs to be improved?

- activities and experiences which challenge the older and more able children, within the programmes for communication, language and literacy, mathematical development, knowledge and understanding of the world and creative development
- the assessments and planning record system to provide a clearer link with the stepping stones and early learning goals and to use these records to inform planning of what each child needs to achieve next
- the organisation of resources so that children can make choices about their play
- staff's knowledge, understanding and implementation of the Foundation Stage.

What has improved since the last inspection?

The playgroup has made generally good progress since the last inspection. Planning has been developed and identifies the six areas of learning and the stepping stones. Assessments for funded children are in place although the manager and the deputy are aware that these still require attention to enable them to link to the stepping stones.

Writing books have been devised which consist of Jolly Phonics worksheets.

Children's mathematical language has been developed by staff using effective language although the setting is aware of the need to develop the children's problem solving skills in calculating through everyday situations.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident, motivated to learn and they know the routine well. They are interested in the activities and work well together in small groups. Children have good relationships with each other and adults. Their confidence and independence is fostered through daily routines, such as washing and drying hands, giving out snack and putting their coats on. Staff and visitors to the group help to develop the children's sense of the local community.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children use spoken language confidently with adults and each other during real and imaginary situations. They share books and turn the pages correctly. However there are missed opportunities during story time for children to explore vocabulary and sounds, predict what happens next and develop an awareness that print carries meaning. Some children are beginning to write their name although the organisation of the mark making materials does not allow children to operate independently.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Some children can count to ten and the older children can recognise some numerals. Children learn about names of shapes through everyday activities and displays around the room. Staff use effective mathematical language to describe shape and size. However there are missed opportunities for children to solve problems practically such as add one more or take one away and to practice counting through everyday situations. Older children are learning to form numbers correctly using worksheets.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are provided with lots of opportunities to explore the natural world and observe changes in a variety of ways. They use their senses and learn about other cultures and beliefs. Discussions about different countries extend the children's learning of the wider world in which they live. The organisation of resources does not allow children to operate independently and practise their skills in collage work, cutting, folding, joining and model making.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move confidently and with control, they move around furniture and play areas and use equipment showing an awareness of space and other people. They use a range of small and large equipment and handle a range of tools with increasing control. The indoor space is used effectively for children to take part in music and movement sessions, in which they use their imagination and all parts of their body. Through stories and topic work children learn about personal hygiene and keeping healthy.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children develop their imagination skills through role-play and planned art activities. However the organisation of the art and design resources inhibits the children from extending their imagination skills and expressing their own ideas. Children explore colour, texture and shape through malleable materials and cooking activities. Children are able to take part in activities, which enables them to make two and three-dimensional creations such as making vehicles for their transport display.

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

- improve the aspects of the programme for communication, language and literacy, mathematical development, knowledge and understanding of the world and creative development to provide challenges for the older and more able children
- improve assessments and planning records to provide a clear link with the stepping stones and early learning goals and to use these records to inform planning of what each child needs to achieve next
- arrange resources for children so that they can make choices about their play
- review staff training needs to ensure all staff receive appropriate training for the Foundation Stage.

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.