



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 101734

DfES Number: 584746

INSPECTION DETAILS

Inspection Date 08/06/2004
Inspector Name Caroline Finney

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Bisley Pre-School Playgroup
Setting Address Bisley School
School Lane, Bisley,
Stroud
Gloucestershire
GL6 7BE

REGISTERED PROVIDER DETAILS

Name Bisley Pre-School Playgroup 1058597

ORGANISATION DETAILS

Name Bisley Pre-School Playgroup
Address Bisley School
School Lane, Bisley
Stroud
Gloucestershire
GL6 7BE

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

Bisley Pre-school Playgroup opened in 1970. It operates from a classroom and enclosed outside play area in Bisley Bluecoats Primary School, and also has regular access to the main school playground. It is managed by a committee. The playgroup serves the local area.

There are currently 24 children aged from 2 to 5 years on roll. This includes eight funded three-year-olds and eight funded four-year-olds. Children attend for a variety of sessions. The setting has experience of supporting children who have special needs, but none of the children speak English as an additional language.

The setting opens four days a week on Monday, Tuesday, Thursday and Friday during school term times. Sessions are from 09.00 until 12.40.

Two full-time and one part-time member of staff work with the children. One has early years qualifications equivalent to NVQ level 3. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Bisley Pre-school Playgroup provides good care for children. Experienced staff work closely with children and make effective use of space and resources, including outside play space. They provide a welcoming environment well adapted to children's needs, and offer a good range of high quality play equipment so that children remain absorbed in activities. They support their practice with clear documents, policies and procedures overall.

Staff maintain good safety arrangements overall, and meet children's health needs well. They have a clear understanding of their responsibility to protect children under local child protection procedures. They encourage healthy eating, and meet children's dietary needs effectively. They promote inclusion, and encourage children to develop a positive understanding of others. Children with special educational

needs are well integrated in the setting.

Staff plan a good range of stimulating activities, so that children make good progress in all areas of their development. They support children's learning well, are very flexible in responding to children's interests and give children frequent, relevant praise for their achievements. Children are happy, confident, involved in activities and interested in learning. Staff manage children's behaviour sensitively and effectively so that children are very well-behaved and have good relationships with adults and each other.

Staff ensure that they obtain detailed information from parents so that they can care for children according to their wishes. They keep parents well-informed about their children through regular discussion. Parents have clear ongoing information about the setting and are very pleased with the provision for their children.

What has improved since the last inspection?

At the last inspection, committee members agreed to ensure that their policies and procedures reflected practice in playgroup. They thoroughly revised these policies and procedures in 2002 with reference to the Guidance to the National Standards for Sessional Day Care. Most aspects of these documents are now sufficiently detailed and accurately reflect practice in the playgroup, but some sections require further revision to reflect current practice and Guidance to the National Standards.

What is being done well?

- Staff plan a good range of stimulating activities so that children are making good progress in all areas of their development. Children are interested in activities, explore freely and play co-operatively. Staff have warm, sensitive relationships with children, so that they are happy and confident in their care. They support children's learning well, use questioning and discussion effectively to develop children's thinking, are very flexible in responding to their interests and provide frequent, relevant praise for their achievements.
- Staff provide a good range of high quality play equipment that they use effectively to promote children's learning. Children are very interested in using equipment which they can access easily and independently.
- Staff promote healthy eating and encourage children to experiment with different types food. They provide children with a good range of healthy snacks and a regular choice of drinks, encouraging them to maintain fluid levels in hot weather. They have a clear understanding of children's special dietary needs, and make detailed adaptations to meet these. Parents may provide children with packed lunches or purchase a hot meal for them from the school menu displayed in the playgroup.
- Staff have a good understanding of children's individual needs, including special educational needs. They actively promote inclusion for all children and ensure that they have equal access to activities and equipment. They make very good use of a wide range of resources to enable children to

develop a positive understanding of others. They work closely with parents and other professionals to meet the needs of disabled children.

- Staff manage children's behaviour effectively by providing consistent boundaries and frequent, relevant praise. They intervene sensitively to address any inappropriate behaviour. Children are very well-behaved and have good relationships with adults and each other.

What needs to be improved?

- the risk assessments for the premises and outings, which do not currently cover potential hazards to children in relation to the public right of way across the school playground; risks to staff from current access to high-level storage; and outings to the local village hall
- Some aspects of policies and procedures which do not reflect current practice in the playgroup and Guidance to the National Standards for Day Care. In particular, the policy regarding duty parents bringing younger children into the playgroup; the procedures for recording visitors and inducting new staff; and policies regarding children who have serious medical conditions, bullying, complaints and child protection.

Outcome of the inspection

Good

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 | Revise the risk assessments for the premises and outings to include potential hazards to children in relation to the public right of way across the school playground; risks to staff from current access to high-level storage; and outings to the local village hall. |
| 14 | Revise policies and procedures so that they more fully reflected current playgroup practice and Guidance to the National Standards for Day Care. |

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

How effective is the nursery education?

Bisley Pre-school Playgroup provides high quality nursery education. Children are making very good progress towards the early learning goals.

The quality of teaching is very good. Staff have a good understanding of the early learning goals, and thoroughly plan a broad curriculum of stimulating activities that meets the needs of all children, including those who have special educational needs. Staff relate very well to children, using spontaneous discussion creatively to develop their learning and thinking across all areas of learning, responding flexibly to their ideas and interests, and modelling activities and behaviour well. They make effective assessments of children's progress through regular observation and discussion, which feed into planning. Written records do not always demonstrate staff's understanding of planning, evaluation and children's progress across all areas of learning.

Leadership and management is very good. Staff and committee members have clearly defined roles and work together effectively. Staff work well together to implement the early learning goals and provide a consistent approach to children and parents. Staff and committee members make good use of regular discussion, advice from their early years partnership and feedback from parents to monitor the quality of nursery education and actively review their practice. All are committed to good social and educational development for children, and have clearly identified areas for further improvement and development in the setting.

Partnership with parents is very good. Parents have clear information about the setting. Staff actively encourage parents to share information about their children, and keep them well informed about their children's progress through regular discussion. Staff and committee members encourage parents to be involved in their children's learning. Parents are very pleased with the quality of nursery education and their children's progress.

What is being done well?

- Staff relate very well to children: they use spontaneous discussion creatively and effectively to extend children's thinking across all areas of learning. They respond flexibly to children's ideas and interests, and model activities and behaviour well. They plan a broad curriculum of stimulating activities that thoroughly promotes children's learning across all six areas. They provide interesting and varied challenges for children so that they are always interested in activities and making good progress. They understand children's individual learning needs well and adapt the curriculum effectively to meet these needs, including any special educational needs.
- Children are happy and confident, relating well to adults and each other. They readily initiate interactions with others and confidently talk about

themselves and different parts of their life experience. They are interested in new experiences, select activities freely and concentrate well. They show pride in their achievements, are age appropriately independent and take responsibility well.

- Children talk confidently in both large and small groups and use language well in social interactions. They are very interested in books, using them with care and concentration. They listen to stories with interest, recognising the correct use of text and freely participating in discussion of characters and events. They quickly recognise their own and each other's names, and some can write their own names with age appropriate support.
- Children are very interested in mathematical problems, and use mathematical language and ideas quickly and competently. They have frequent opportunities to reinforce their mathematical thinking through planned and spontaneous activities.
- Children are very observant, and interested in other people. They have good opportunities to learn about their local community and environment, and show a developing awareness of different cultures.

What needs to be improved?

- The way in which written records demonstrate staff understanding of planning and evaluation in the setting, and their assessment of children's progress across all areas of learning.

What has improved since the last inspection?

The playgroup has made a very good progress since the last inspection. Staff have developed a detailed and imaginative programme of activities to increase children's awareness of their local community. Members of the local community visit the playgroup regularly to talk about their work, and children have had interesting opportunities to visit local facilities, for example, children visited the local pizza restaurant, where they observed pizzas being made, enthusiastically made their own pizzas and sampled a wide range of different foods. Children have developed an increased understanding of their local community and confidence in relating to other people and new situations.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children separate from their carers confidently, relate well to others and play co-operatively, for example, two children selected and completed a jigsaw together. They are interested in new experiences, select activities freely and concentrate for long periods. They show pride in their achievements, are independent and take responsibility well. They are confident, readily initiate conversations, talk freely in groups, and frequently discuss different parts of their life experience.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children talk confidently and use language for thinking effectively. They enjoy rhyme, rhythm and alliteration: for example, they skilfully adapted nursery rhymes to different words. They are very interested in books, listening to stories with interest and concentration and carefully using books independently. They understand that words have meaning, and recognise their own and others' names. They frequently make marks and some can write their own names with age appropriate support.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count confidently up to 12 and recognise numerals in sequence correctly. They calculate confidently and accurately. for example they quickly recognised how many adults have come into the outside play area, and how many have remained inside. They estimate size and quantity and accurately, and use positional language well. They recognise shapes well and recreate simple patterns with interest.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are curious and investigate objects, materials and living things with interest. They are observant, and interested in their community and environment, for example, they enthusiastically played a game of 'I spy' outside. They recall past experiences with interest and show a developing awareness of other people's cultures. They construct well with concentration, and have good opportunities to develop information and communication technology skills.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently in varied ways, respect each other's space and negotiate pathways well, even in confined areas. They use wheeled toys competently and large play equipment confidently. They have good large motor coordination, for example, several children confidently moved around on stilts. They have good fine motor coordination and use tools and implements well. They clearly understand the importance of healthy physical practices.

CREATIVE DEVELOPMENT

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

Children draw confidently and recognise colour well, for example, a three-year-old explained that they have drawn a picture of their trampoline, with green, purple and yellow. They explore different media with interest and quickly respond to experiences with their senses. They express their ideas freely and are absorbed in imaginative play. They join in familiar songs enthusiastically, and some children confidently sing alone. They regularly use instruments and listen to a variety of music.

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- Continue to develop written records so that they more clearly demonstrate staff understanding of planning and evaluation in the setting, and their assessment of children's progress across all areas of learning.

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.