



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 253542

DfES Number: 583668

INSPECTION DETAILS

Inspection Date 15/09/2003
Inspector Name Gill Ogden

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Dunholme Playgroup
Setting Address Dunholme St Chads School
Ryland Road
Dunholme
Lincs
LN2 3NE

REGISTERED PROVIDER DETAILS

Name The Committee of Dunholme Playgroup

ORGANISATION DETAILS

Name Dunholme Playgroup
Address U/A
U/A

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

Dunholme Playgroup opened in 1970. It currently operates from its own portakabin which is situated in the grounds of the village primary school. It has a small outside play area adjacent to the building and uses the school field and playground occasionally. The group serves the local area.

There are currently 26 children between two and five years on roll. This includes 13 funded three-year-olds. Children attend for a variety of sessions. The setting does not currently support any children with special needs or who have English as an additional language.

The group opens each weekday during school term time. Sessions are from 09:15 until 11:45 each morning and from 12:45 until 15:15 on Mondays, Tuesdays and Wednesdays.

Four full-time staff work with the children. Over half the staff have early years qualifications to NVQ level 3. The other staff member is currently working towards a recognised early years qualification. The setting can access support from a curriculum adviser from the Early Years and Childcare Partnership.

How good is the Day Care?

Dunholme Playgroup provides good care overall for children aged two to five years. The group is well-established in the community and the current staff team work well together and, along with the committee, are committed to providing then best service they can. The premises are compact and consistent routines ensure standards of safety and hygiene are maintained well. Written records are well kept and policies and procedures are currently under review.

A wide range of play materials and a high adult:child ratio enables staff to provide activities which hold the interest of the children and support their learning. The small outdoor play area ensures that children can access regular, large physical outdoor activity. The staff and children have good relationships which help to maintain high

standards of behaviour.

The partnership with parents is good. Parents are very happy about how their children are cared for and the general information about the group which they receive regularly. They are directly involved with the running of the group through the committee. Staff are available to talk to parents at every session.

What has improved since the last inspection?

At the last inspection the group did not have a procedure to be followed when children are taken on outings. This has now been resolved. The staff now carry out a risk assessment before each outing and the group has purchased tabards for the children so that they are easily identifiable when they are out and about.

What is being done well?

- The group always has a first aider present as a result of all staff having current first aid certificates.
- A high adult:child ratio is maintained which ensures that children are well supervised and supported in their learning.
- All the staff are involved in planning activities and organising the sessions. This ensures a knowledgeable, consistent approach and an environment where children feel secure.
- The group has created a useful leaflet about support for children with special needs which is given to every parent.
- Children are able to enjoy large physical play at every session, either outside or by staff ensuring that furniture and equipment is moved aside indoors to create sufficient safe space.

What needs to be improved?

- the system for staff appraisal;
- the child protection policy, to include a procedure in the event of an allegation being made about a staff member;
- staff's understanding of all policies and procedures.

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
14	ensure that all policies and procedures are reviewed regularly and that all staff understand them and are working in line with them.
2	review arrangements for staff appraisal to ensure it is carried out regularly;
13	include in the child protection policy, a procedure to be carried out if an allegation is 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?

Dunholme Playgroup provides a happy and caring environment where children make generally good progress towards the early learning goals. The progress children make in personal, social and emotional development is particularly good.

The quality of teaching is generally good. The staff are enthusiastic and work hard to provide a wide range of activities to keep the children interested and to support them in making steady progress. They maintain a positive learning environment and act as good role models for children. A useful planning system is in place, however, the system used to assess children's learning is not always clearly linked to the early learning goals.

The leadership and management is generally good. The supervisors work well together in the day-to-day leadership of the sessions and have a democratic approach to the overall management of the sessions with the other staff. They are well-supported by the knowledge and commitment of the new committee which will ensure an improved focus on monitoring and evaluation of the overall provision.

The partnership with parents is generally good. Parents play a role in the management of the group as members of the committee and are encouraged to take part in sessions through the parents rota. Good relationships exist between staff and parents and information is shared regularly, however, there is not enough emphasis on children's learning and achievement in the written information that parents receive.

What is being done well?

- Children's personal, social and emotional development is very good. They are interested in activities, people and their environment and they behave very well.
- Staff's clear understanding of the early learning goals leads to well-planned activities which engage and sustain children's interests and efforts. They question children purposefully and prompt and encourage them sensitively.
- Staff work together well as a team and have good relationships with children and parents resulting in children feeling secure, happy and wanting to learn.
- Good, regular use is made of the local environment and community to support children's learning.

What needs to be improved?

- the use of children's imaginative and spontaneous play to underpin children's learning and identify the progress they are making in all areas of the

curriculum;

- information parents receive about their children's learning and progress;
- the way children's progress is assessed against the early learning goals.

What has improved since the last inspection?

The playgroup has made very good progress since the last inspection. Most of the staff have a good understanding of the foundation stage curriculum and the stepping stones towards the early learning goals. They have devised a useful planning system and they are all involved in weekly planning and review meetings which ensures that they all understand the learning intentions of activities. A system for assessing children's progress is in place and is being reviewed in line with parents' requests for more information. Parents receive better information in the prospectus about the six areas of learning and each half term information is sent out about topics and activities that are planned for the period.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested in activities, concentrate and behave very well. They develop good relationships with adults and show care for each other through, for example, reminding others about the dangers of knives. They are becoming confident in their abilities and happily make responses to songs and rhymes as individuals. They are beginning to use the toilet and wash their hands independently and put on their shoes and coats.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children listen well to conversations and instructions and join in with songs and rhymes. They recall elements of stories and can relate them to their play, for example talking about 'The tiger who came to tea' whilst playing with the doll's house. They handle books carefully and are beginning to understand that print carries meaning through, for example, using recipe cards during cookery activities. They hold pencils and brushes well and enjoy 'making marks' on paper.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children enjoy a variety of mathematical experiences through practical activities. They count the number of boys and girls at circle time and begin to develop calculating skills by then counting all the children. They identify numbers on the calendar and chalk board and try to copy them. They talk about quantity when filling and emptying containers in the sand tray and match sizes and group items through, for example, using 'Compare Bears'.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children enjoy activities linked to planned themes to develop their understanding of their local community and the wider world. They go on walks, have visitors and celebrate festivals from differing cultures. They observe change regularly through cookery activities such as making apple crumble and through planting seeds and watching flowers grow. They develop their skills in technology by using the computer and other equipment like telephones, calculators and cassette recorders.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children enjoy playing outside regularly and develop their whole body skills through jumping on the trampoline, climbing, running and riding on wheeled toys. They move carefully around the building and handle tools safely, for example, knives when they make sandwiches and cutters in the playdough.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children use a variety of art and craft materials both freely and through structured activities. They enjoy singing, moving to music and playing instruments. They become involved in small world play with, for example, the doll's house, cars and trains and tracks. They freely access home corner play. However, there are limited opportunities for children to maximise and reinforce their learning in all areas through their imaginative play.

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

- consider more, in planning and assessment, the learning which takes place in children's imaginative and spontaneous play;
- review the documentation given out to parents to ensure it contains more useful information about what and how children are learning and about the progress they are making;
- review the assessment system to ensure it relates more clearly to the early learning goals.

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.