



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 302857

DfES Number: 510680

INSPECTION DETAILS

Inspection Date	24/06/2004
Inspector Name	Hilary Mary Mckenning

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Shafton Playgroup
Setting Address	The Community Centre Off High Street Shafton, Barnsley S72 8NH

REGISTERED PROVIDER DETAILS

Name	The partnership of Pauline Barnett and Pamela Greasley
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ORGANISATION DETAILS

Name	Pauline Barnett and Pamela Greasley
Address	The Community Centre Off High Street Shafton, Barnsley S72 8NH

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

Shafton Playgroup has been registered for approximately 20 years.

It operates in a large hall in the local community centre next to the local park. Children have access to an enclosed outdoor play area within the park nearby. The playgroup serves the local communities of Shafton, Grimethorpe and Brierley.

The playgroup is open Monday to Friday 9:30 to 11:30 and Monday to Friday, 12:45 to 15:15 except Wednesday. Children attend a variety of sessions.

They are currently caring for 46 children of which fifteen 3 year olds and twelve 4year olds are in receipt of nursery educational funding. The playgroup supports children with special needs.

The majority of staff hold a relevant childcare qualification. The playgroup receive support from the Local Authority.

How good is the Day Care?

Shafton Playgroup provides satisfactory care for children.

The small staff team are enthusiastic and committed to improvement of their practice and access available training opportunities. They meet regularly to plan activities and share information about children's progress.

Staff create a planned learning environment for children that offers opportunities in all areas of learning however risk assessments should be completed to ensure that potential hazards are minimized. A first aid box is to be accessible at each session. Children are confident to explore different activities within the daily plan. The daily routine is flexible to allow staff to be responsive to children's experiences on a day to day basis.

Clear policies and procedures are in place ensuring shared expectations and understanding of values. There is a comprehensive Child Protection policy in place

of which the staff have a clear understanding. The staff provide an environment where children can develop independence within secure boundaries. Children are happy and secure within the playgroup. They develop warm and trusting relationships with both staff and other children. The children are sensitive to the needs and feelings of others. Children's behaviour is managed well through a consistent approach where good behaviour is encouraged. Children with special needs are well supported within the group.

Most documentation is in place although formal registration lacks detail. There is a successful partnership with parents and information is exchanged between staff and parents. However some parents would welcome more regular information regarding their child's development. Children are cared for according to parents wishes.

What has improved since the last inspection?

Not applicable

What is being done well?

- Children are settled, secure and confident within the child friendly environment; they enjoy a good variety of free play activities, and have opportunity to explore and use their imagination independently.
- Children behave well and develop good relationships with staff and other children; staff provide good role models, encouraging children to be caring and co-operative.
- Children with special needs are well supported. Staff have developed good links and liaise with other professionals.
- All staff have completed training for child protection and have a clear understanding of the policies and procedures.

What needs to be improved?

- formal registration to reflect times of children's arrival and departure
- develop an induction pack for staff
- monitoring of potential hazards
- first Aid box to be available at all times
- parents access to information and playgroup 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 should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	Develop an induction system to ensure staff are aware of their responsibilities and ensure the register shows times of children's arrival and departure.
6	Conduct a risk assessment on the premises identifying actions to be taken to minimize identified risks.
7	Ensure that the first aid box and its contents comply with Health and Safety (First Aid) Regulations.
12	Provide opportunities for parents to receive regular information on their children's progress.

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

How effective is the nursery education?

Shafton Play group is a community playgroup where the educational programme is generally good. Children enjoy a range of activities each session which offer experiences in all areas of learning. Children are making generally good progress in personal, social and emotional development, in communication, language and literacy, mathematical, physical, creative development and knowledge and understanding of the world.

The quality of teaching is generally good. Most staff do have some knowledge of the early learning goals and stepping stones. However, curriculum planning does not clearly identify the learning objectives and focus of teaching within activity areas. Staff relate warmly with children they use the accommodation and resources well to provide a child friendly and supportive environment. They create clear boundaries for behaviour, and children are able to use their initiative when selecting from activities made available to them. However, children have insufficient opportunity to select resources independently to explore and develop their own ideas.

Observation of children and assessment of their progress is not used effectively to plan next steps in learning, as staff are not clear about the learning objectives within either planned or freely chosen activities, which limits the challenges offered to children.

The leadership and management is generally good. The procedures to assess children's progress and monitor the effectiveness of teaching are not clearly established. There is a commitment to staff development. The staff group meet regularly to discuss activities and training opportunities.

The partnership with parents is generally good. Parents relate comfortably with staff and are well informed about policies and procedures. However, they have insufficient information about the educational programme and their child's progress. Relevant information is shared between staff and parents through informal daily contact.

What is being done well?

- Children are encouraged to make choices and plan their own play; they use and enjoy the bright and child friendly play environment with independence and enthusiasm.
- The accommodation is used well to provide a good variety of different experiences in all areas of learning at each session, both indoors and out; the routines are relaxed and child-led.
- Children behave well and have a clear understanding of expectations and routines; they are confident and sociable, and have caring relationships with

each other and with staff.

What needs to be improved?

- staffs knowledge of the links between planning, assessment of where children are at in their learning and the early learning goals
- the presentation of resources to encourage children to make choices and develop their independence

What has improved since the last inspection?

There were several issues raised at the last inspection which were the children's knowledge and understanding of a wide range of vocabulary, the accessibility and choice of books, and the range of tools and materials for making objects and the assessment records so that they relate to the early learning goals.

There are now appropriate labels and displays at child level and the children have been introduced to numbers and everyday words in French.

Children have independent access to a range of books throughout the session. They have opportunities to practice their skills through planned activities although this needs to be further developed. The staff team have developed assessment records but this area needs to be developed further.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children choose and plan their own play from a range of activities made available to them. However children have limited opportunity to build on their skills, ask questions and talk about their work, and to use their initiative and independence to develop their own ideas. Children behave well, they take turns and share. They understand expectations and routines, and have awareness of the needs of others. Children have effective relationships with staff, they seek help and support when required.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children are confident and interact with staff and other children, using language well to describe and recall. They enjoy listening to stories and use books carefully. Children appropriately use language to negotiate and extend their role-play activities. Children are developing early writing skills. Some more able children are beginning to accurately form the letters of their name. There are limited opportunities for children to experiment with writing for different purposes.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children count to ten and beyond, and recognise some numbers. They know the names of common shapes, and some children use size, positional and comparative language with comprehension in construction, sorting activities and water play. However there are limited opportunities for children to solve problems, to explore and consolidate their understanding of number in practical situations and in their everyday environment.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children share past and present events in their own lives; they talk about their families and what they enjoy doing. They have limited access to resources and tools which allow them to investigate and explore their own design and construction ideas. Children are competent when using the available information technology. Opportunities are limited to explore the natural world, to develop an interest in how things happen and why things work. Children show some knowledge of their community.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children practise large and fine motor skills through everyday activities, both indoors and out. They move with confidence and show an awareness of the safety of others around them. Children enjoy a variety of activities and experiences that help to develop their hand-eye coordination although they are not encouraged consistently to practice and consolidate their individual skills with planned activities.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children respond well and are able to describe what they see, hear and touch. Children build a repertoire of songs, they enjoy action rhymes and activities involving playing musical instruments. Children have developing imaginations which they effectively use to extend their role-play activities. Children's access to free choice activities means there are insufficient opportunities for children to develop their individual creativity.

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 links between children's assessments, planning and the stepping stones towards early learning goals. Use this information to inform the teaching for the whole group and for individuals.
- Review the presentation of resources to encourage children to make choices and develop their independence.

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.