



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 321590

DfES Number: 515853

INSPECTION DETAILS

Inspection Date 02/12/2004
Inspector Name Rosemary Beyer

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Stockton Lane Playgroup
Setting Address Stockton Lane
York
North Yorkshire
YO31 1JG

REGISTERED PROVIDER DETAILS

Name The Committee of Stockton Lane Playgroup 1030660

ORGANISATION DETAILS

Name Stockton Lane Playgroup
Address Christ Church
Stockton Lane
York
North Yorkshire
YO31 1JG

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

Stockton Lane Playgroup opened in 1964. It operates from Church Hall of the Christchurch Centre in Stockton Lane, Heworth on the outskirts of York and is managed by a committee of parents. The main hall and two small rooms are used at various times depending on the activities being undertaken.

There are currently 65 children on the roll. This includes 43 funded children, 17 three-year olds and 26 four-year olds. Children attend for a variety of sessions. Children who have special needs attend, and children who speak English as an additional language are made welcome. The group opens five days a week during school term times. Sessions are from 09:15 until 11:45 on Monday to Friday and on Wednesday afternoons 13:00 to 14:45.

Four part-time staff work with the children, at least three are present each session with parent helper support. The staff have appropriate early years qualifications and experience. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership (EYDCP) and is a member of the local partnerships of school, day nurseries and childminders. Teacher input is received from the local schools children will attend. The group is currently in the process of undertaking 'Steps for Quality'.

How good is the Day Care?

Stockton Lane Playgroup provides good quality care for the children. The premises are safe, clean and well maintained. The group is well organised with clear routines which help the children settle and feel secure. Supervision of the children is very good with staff providing opportunities for them to use a wide range of resources to support their learning. Staff are well qualified and committed to on-going training to support their personal development and further improve their practice. There are clear policies and procedures in place to ensure the safe and efficient management of the setting.

Staff are very safety conscious and children are developing a good awareness of

potential hazards. The staff support the children's knowledge of good hygiene practice, particularly in their personal care, however the availability of warm water in the cloakrooms is restricted.

All children are welcome, and staff ensure their individual needs are met. The children behave very well, with clear guidelines provided by staff who encourage good manners, sharing and co-operation.

The group has a wide range of resources for the children, with activities available to cover all the areas of learning. Children are able to access equipment themselves and choose what to use although small group activities are also available for particular learning opportunities. Staff and children know each other well. Staff spend their time supporting the children's learning through play, reading and discussion.

Relationships with parents are very good due to the group's policy on parental involvement. The information provided for parents is of good quality and easy to read.

What has improved since the last inspection?

Since the last inspection the barbed wire has been removed from the fence around the outside area and the Fire Officer's inspection certificate displayed.

What is being done well?

- Provision for all children is very good with individual recording ensuring the children's development is fostered and monitored. Keyworkers record achievements and concerns creating individual learning plans if necessary to address them. Activities are planned to cover all the areas of learning and then evaluated to ensure the aim has been met.
- Staff encourage an awareness of community through visits from the group of people children see, such as the postman, a nurse, paramedic and fire fighters, and by visits out to the local schools and church.
- There are comprehensive policies for all safety issues, with staff making children's safety inside and outside the setting a high priority. Good hygiene practice by staff protects children from the spread of infection and helps them to learn to protect themselves.
- The equal opportunities policy is well written, covers all aspects of the setting's work and is understood by staff. Children with special needs are welcome and supported in the setting to take part in everyday activities with individual learning plans to monitor their development. Children with English as an additional language are also welcome although none are attending at present.
- Parents are able to participate in the development of the setting through committee work, involvement in the rota and good contact with keyworker and other staff. They value the care and support their children receive, feeling

able to approach the staff if they have concerns.

What needs to be improved?

- the availability of warm water in the cloakroom.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There are no complaints to report.

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
7	Provide warm water at all basins in the cloakroom to support the existing good hygiene practice.

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

How effective is the nursery education?

Stockton Lane Playgroup provides very good nursery education which enables the children to make very good progress in all areas of learning.

The quality of teaching is very good, with evaluation and assessment used by staff to monitor children's learning effectively, to ensure they are making appropriate progress. Staff have a very good understanding of the early learning goals. Planning is comprehensive covering all areas, and is adapted to suit the children's needs and development. A good range of resources and equipment is available, most of which children can access themselves. Staff support them well in their play and learning, providing a positive and encouraging environment.

Systems are in place to support children with special needs which reflect the Code of Practice, and staff have experience of supporting children and their families to enable them to develop and learn. Children with English as an additional language are welcome, and they settle and learn.

The leadership and management of the group are very good. The staff work effectively as a team, with the group benefiting from their individual skills and interests. They are encouraged to undertake training to further their development, which has widened their knowledge and supported their practice.

Partnerships with parents are very good and help the children to make good progress. Information for parents about the Foundation Stage is clear and easy to understand, with topic and planning details posted on the board for parents to see. Parental support is valued by staff, who ensure they have opportunities to meet with the key worker to discuss achievements or concerns.

What is being done well?

- Staff have high expectations of the children's behaviour, which is very good, and encourage their independence, confidence and concentration.
- The staff work well together, providing a positive environment in which children feel settled and valued. They use the hall, side rooms and outside area well to provide access to a wide range of different activities during the session. Areas of the main hall and the small rooms are designated for specific activities which helps the children become familiar with the setting and develop confidence.
- Relationships with parents are very good. Information about the activities is available and parents feel involved in their child's learning through contact with the key workers and the parent helper system.
- The staff provide learning opportunities which cover all the areas, and take account of the children's interests and development. They are aware of the

need to ensure all children have sufficient challenge whatever their ability.

What needs to be improved?

- There are no significant weaknesses, however consideration should be given to improving:
- the opportunities for children to select resources independently
- the opportunities for children to use mathematics in everyday situations.

What has improved since the last inspection?

Very good progress has been made since the last inspection. At the last inspection staff were asked to provide opportunities for children to select resources for collage and model making independently, which they are now able to do.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident, becoming independent and able to take responsibility for their own personal care. Children's behaviour is very good with most aware of right and wrong, and able to negotiate. They show concern for each other and co operate when playing, either with the puppets in the shop or role play in the post office. They relate very positively to each other and the adults, are keen to learn and interested in the activities provided. The four year olds concentration is very good.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

The children are keen to engage in conversation with each other, staff and visitors. They listen well and respond appropriately to instructions and questions. Children are confident in expressing their feelings through role play and discussion. They enjoy stories and books, using them correctly and anticipating what will happen next. They are starting to use writing in their games successfully and all can recognise their names and most can write them correctly.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children use counting during song and rhyme time and some general activities which helps to support their understanding of number, most count up to 10, some higher, and most recognise numbers up to 10. Positional and quantitative language is developing well through baking and comparison activities such as water play. Most children can recognise simple shapes and describe the differences between them. Their counting and mathematical understanding could be reinforced through everyday activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

The children are gaining an understanding of the natural world, being particularly interested in mini beasts, both those brought in and those found on walks in the grounds. They are aware that families are different, enjoy talking about their own background and community and also about communities in different parts of the world. The children are curious about how things work using programmable toys, a camera to photograph activities and a timer and telephones in their games.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are skilful when using the climbing and balancing equipment, and particularly enjoy the parachute games and playing outside. fine motor skills are good when children use a range of tools including art and craft tools, mark making and writing implements, and malleable materials such as play dough. they are interested in the changes in their bodies due to exercise and are aware of the need to eat healthily and clean their teeth.

CREATIVE DEVELOPMENT

Judgement: Very Good

The children use their imaginations well during role play activities, such as the post office and the travel agency. They enjoy painting and drawing, are starting to be aware of shapes and colours and know how to mix them. The children use a wide range of materials to make models or collages, either independently or as a themed activity. They enjoy singing and music making, being interested in different instruments and the sounds they make.

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 the following:
- further increase the opportunities for children to select resources independently
- increase the use of everyday activities to develop mathematical understanding.

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.