



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 109651

DfES Number: 521749

INSPECTION DETAILS

Inspection Date	27/11/2003
Inspector Name	Mandy Gannon

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Bolton Under 5 Playgroup
Setting Address	Groundsmans Cottage, Riley Lane Old Basing Basingstoke Hampshire RG24 7DH

REGISTERED PROVIDER DETAILS

Name	The Committee of Bolton Under 5 Playgroup Comittee
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ORGANISATION DETAILS

Name	Bolton Under 5 Playgroup Comittee
Address	Groundsmans Cottage, Riley Lane Old Basing Basingstoke Hampshire RG24 7DH

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

Bolton Under 5 Playgroup is a parent committee run playgroup which was established in 1977. It is managed by an elected committee of parents. The current manager has only been in post since 2003. The playgroup is set in a rural location on the outskirts of the village of Old Basing on the edge of Basingstoke and it has an outdoor play area.

The playgroup is open Monday, Tuesday, Thursday and Friday 9 -13:00 and Wednesday 9:00-11:45 and 12.30- 15:00 term time only.

The playgroup is registered to accept 24 children between the ages of two years nine months and five.

There are currently 30 children on role, coming from a variety of backgrounds from the surrounding area. Currently 20 three year olds are in receipt of funding. The group have an inclusion policy, with a trained co-ordinator and have consideration for children with English as an additional language.

Seven members of staff work at the playgroup, on a rota basis, two with Early Years qualifications. Six members of staff hold a current relevant first aid qualification.

How good is the Day Care?

Bolton under 5's Playgroup provides satisfactory care for children. The staff undertake courses to support their work, currently only two members of staff hold relevant early years qualifications. Good use is made of the space and environment although the outside area is not always used to its full potential. Documentation is in place although more detail is required in some areas. Documentation is shared with parents and staff are aware of the importance to maintain confidentiality.

Staff are vigilant about safety requirements and safety is generally well maintained, although risk assessments are not completed on a regular basis. Staff actively promote good health and hygiene and are aware of any special dietary requirements

needed. Children are made aware of other cultures, beliefs, genders, disabilities and religions and this is reflected in their policy and activities offered, however toys in this area are limited. A special needs policy has been adopted and a trained nominated staff member is responsible for this area and offers support to both other staff members and their families. Staff are not always aware of the individual needs of all children especially at group time.

A good variety of activities and toys are provided to encourage children's development in all areas, however children are unable to independently select toys on a regular basis. Children are able to select craft resources and do so confidently. The staff team plan activities and continue to develop their understanding of the stepping stones and early learning goals. Staff act as calm, polite role models and good behaviour is valued and encouraged, children respond accordingly having good relationships with others and adults.

The partnerships with parents is good, they are welcomed, communication is good and information is shared frequently.

What has improved since the last inspection?

First inspection since transitional inspection.

What is being done well?

- Adults act as calm, polite role models, they are interested and involved in children's play and learning, listening and talking to them using praise and encouragement to increase their confidence and therefore increase their self esteem.
- Good behaviour is encouraged and valued with children building good relationships with each other and adults.
- Communication with parents is good. Through a variety of ways including newsletters, website and being welcomed into the group keeping parents/carers informed and involved.

What needs to be improved?

- the arrangements to meet half qualified staff;
- the arrangements for children to be able to select toys independently and meet individual needs of children;
- the procedures to ensure documentation is up to date.

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
2	develop and implement an action plan detailing how at least half of all childcare staff will hold a level 2 qualification in childcare	31/03/2004

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

Std	Recommendation
5	increase opportunities for children to independently select toys on a regular basis.
6	develop procedures to implement regular risk assessments.
14	Ensure that all documentation is sufficient and up to date at all times.

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

How effective is the nursery education?

Bolton under 5's playgroup offers good quality provision which helps children to make generally good progress towards the early learning goals in the six areas of learning with most areas being generally good although communication, language and literacy and partnership with parents is very good.

The quality of teaching is generally good. Staff understand how children learn and are developing their knowledge of the early learning goals and stepping stones. Staff are skilled at developing children's language. They maintain a dialogue with them and ask questions to encourage and make them think. Staff work together to provide practical activities and work together to provide a wide range of experiences, however evaluation which will support and aid their planning is limited. Children's independence is not always encouraged especially in creativity. Staff do not always provide sufficient challenge to older or more able children.

Staff observe and make notes on children's learning in each of the six areas of learning. However, their assessments are not sufficiently evaluated against the stepping stones and early learning goals. As a result, they do not provide a secure basis on which to plan the next step's in children's learning, or a clear picture of progress to share with parents.

The leadership and management of the playgroup is generally good. The supervisor has been particularly effective in developing a committed staff team who work collaboratively in the best interests of the children. She acts on advice, but has not yet put in place a rigorous system to monitor and evaluate the quality of teaching and provision of nursery education.

The partnership with parents and carers is very good. Parents spend time talking informally to staff about their children and are well informed of forthcoming events through various media. Parent share and are involved with their children's learning at home including a book sharing scheme.

What is being done well?

- Relationships between staff, the children and their parents are very good. These help children develop their self confidence and support their learning.
- Children relate well to each other and adults. They are well behaved, share toys and resources.
- Children enjoy books, they share books by taking books home and are confident in finding their name cards developing an understanding that print carries meaning.
- Children use numbers in everyday situations and show a good understanding of shape, size and position.

What needs to be improved?

- opportunities for children to write for a purpose and practise emergent writing;
- opportunities for children to use simple calculations and the use of associated vocabulary in practical activities;
- opportunities to increase independence in selecting toys and creativity;
- the monitoring and evaluation of the quality of teaching.

What has improved since the last inspection?

The group have made limited progress since the last inspection. Daily plans are now in place and include the aims of the activities, staff are deployed well. Children are not always grouped appropriately taking into account their age and stage of development.

Books are displayed attractively and children use books frequently on their own or with adults. They have a book sharing scheme when children select books to take home and share with their parents. Books to reflect other cultures and beliefs are still limited.

Children are able to select tools, for example scissors, pen, pencils, although selecting daily activities is not permitted on a regular basis.

Children's own creativity is still very limited, adults direction and intervention is prominent and children are not allowed to freely express themselves creatively.

Staff's training is improving although does not meet the 50% qualified staff, an appraisal system is now in place to regularly monitor staff's performance and development.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children's confidence and self esteem are built up by staff who are sensitive to their needs and know them well. Children behave well and relationships with each other and the staff are good. The children can select craft resources, however opportunities for selecting toys on a regular basis is limited and independence is not always encouraged. Children learn to share and take turns, they are polite and courteous and have good standards of behaviour.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children listen to stories and enjoy sharing books with great enthusiasm. They understand that print carries meaning and link phonic sound to the letters. Children recognise their first names, but they have limited opportunities for writing for a purpose. Children are keen to communicate with adults and each other and talk about past and present events and how they feel.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children can count up to 10 and some beyond. They can recognise shapes, colours and sizes. They use language to describe and compare shape, size and position. Staff miss opportunities to use number in practical activities such as snack time and do not extend older or more able children in an understanding of simple calculations and associated vocabulary.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Activities help children to notice changes that occur, for example making igloo's out of ice and watching them melt. Children have access to construction toys but have limited opportunities to design and make models. Access to a computer is available for the children who are confident in using the programmes. They begin to learn about other cultures and beliefs although toys are limited in this area. The children take an active role in activities in their local community.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children handle tools with confidence and learn to handle scissors, pencils and paintbrushes. Staff are on hand to give support when needed. Children move confidently and children are aware of space and move with control and co-ordination. However, opportunities are limited to promote large motor skills on a regular basis and the outside space is not always used to its full potential.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children know simple rhymes and sing together, music is used to identify tasks, for example tidy up time. Role play activities are varied and interesting and this was demonstrated in the home corner and whilst practising for the Christmas play. However, imagination in art and design and dance is limited and children are unable to express their ideas freely. Children respond using their senses to a range of experiences.	
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

- increase opportunities for children's independence for selecting toys and to express their ideas through creativity;
- increase opportunities for simple calculations and associated vocabulary in practical activities;
- increase opportunities for children to practise emergent writing;
- introduce a rigorous system to monitor and evaluate the quality of teaching.

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.