



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 219950

DfES Number: 582017

INSPECTION DETAILS

Inspection Date	24/11/2004
Inspector Name	Rachael Mankiewicz

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Daventry Community Association Playgroup
Setting Address	Daventry Community Centre Ashby Road Daventry Northamptonshire NN11 5QG

REGISTERED PROVIDER DETAILS

Name	Daventry Community Association 304180
------	---------------------------------------

ORGANISATION DETAILS

Name	Daventry Community Association
Address	Daventry Community Association Playgroup Daventry Community Centre Ashby Road, Daventry Northamptonshire NN11 5QG

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

Daventry Community Centre Playgroup is held in the Community Centre in Daventry. It is a voluntary committee-run group with close links to the Community Centre Association. The group has been running since 1977. Children attend from the surrounding urban area, and many go on to the neighbouring Falconer Infants' School.

The playgroup has the use of two playrooms and a large hall for physical play. The group makes regular visits to the infant school to make use of their covered large-play area. There are facilities for preparing snacks in the rooms and a toilet area is close by.

The group is open Monday - Friday 09:15 - 11:45 during term-time only. Four members of staff currently work with the children. One has a Level 2 qualification in early years child care, and is working, with two others, towards appropriate Level 3 qualifications. There are currently 13 children aged three years receiving funding for their nursery education. There are no children who have special educational needs or who are learning English as their second language. The setting receives support from a teacher from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Daventry Community Association Playgroup provides satisfactory care for children. The premises are warm, clean and welcoming. Available space and resources are organised effectively to meet children's needs. Good staff ratios are in place which ensure that children are well supported in their activities, although the number of qualified staff does not meet the required level. Most records and policies are in place to promote children's well being but they do not always contain sufficient detail which is specific to this setting.

Staff use their knowledge and experience to enable them to meet children's individual needs. Systems are in place to support children with special needs and those children who are learning English as a second language. Staff have a working

knowledge of child protection procedures. They supervise the children well and are able to identify potential hazards to help keep children safe. However, the risk assessments have not been updated. Staff promote children's health by their good hygiene practices and by providing a variety of nutritious snacks which meet children's dietary requirements.

The setting provides a good range of toys, resources and activities across the ages and stages of development. The resources include a good range of displays and toys which reflect positive images of different cultures and diversity. Children are interested in what is on offer, and benefit from encouragement by the knowledgeable staff. Staff use a range of positive behaviour management strategies to manage children's behaviour and children behave well generally.

The pre-school promotes good relationships with the parents and carers to enable them to work together to benefit the children. Information is shared on a regular basis - both at the end of the day and more formally about their children's progress. Parents have not been informed of the complaints procedure.

What has improved since the last inspection?

At the last inspection, the playgroup agreed to address issues regarding aspects of safety in the group and the procedures regarding complaints. These have been addressed in part. The staff have increased their knowledge of safety regarding food handling through training to help promote children's well-being. The documentation regarding the complaints procedures and the risk assessments still lack some detail and a recommendation is made as an outcome of this inspection. They were also asked to provide children with the opportunity to access drinking water. The children are now able to access fresh drinking water through the installation of a water dispenser.

What is being done well?

- Staff organise and supervise the available space well, allowing freedom of movement and the choice of activities and resources. The pre-school is also able to regularly access the large hall in the Community Centre and the covered outdoor area at the nearby infants' school.
- Children benefit from the full range of activities and resources. Their interests are encouraged to develop by the staff who know the children well, and activities are planned to cover the areas of development for all children.
- Staff are aware of the importance of good relationships with parents and carers. Parents are encouraged to work in partnership with the pre-school to benefit the children. Staff know the parents well, make them feel welcome and acknowledge their input in their children's learning.

What needs to be improved?

- qualifications of staff: in order to support children's learning and plan for their

progress

- risk assessments of the premises and of outings: to identify actions to be taken to minimize identified risks to the children and staff
- the complaints procedure: to make parents aware of the procedure to be followed if they have a complaint.

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

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 an action plan that sets out how staff training and qualification requirements will be met.	31/01/2005

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

Std	Recommendation
6	Conduct risk assessments on the premises and outings off their premises identifying actions to be taken to minimize identified risks.
12	Make available to parents a written statement that provides details of the procedure to be followed if they have a complaint.

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

How effective is the nursery education?

Daventry Community Association Playgroup provides good-quality nursery education which enables children to make generally good progress towards the early learning goals. The children's progress in personal, social and emotional development and physical development is particularly good.

The quality of teaching is generally good. Staff's knowledge of the Foundation Stage is developing, however, not all staff are secure in their understanding and this can impact on some aspects of the teaching. Staff plan an interesting range of activities to cover most of the stepping stones, although learning intentions are not always clearly identified. Opportunities to increase children's knowledge in music, in time and space, and mark-making are missed. Staff are beginning to develop observation and assessment systems, but these do not yet inform planning. Support for children with Special Educational Needs is in place. Staff endeavour to meet the needs of all children. They manage behaviour well, and are consistent in their approach.

Leadership and management are generally good with staff generally clear on their roles and responsibilities. They work well together and create a secure learning environment for children. The leader is new to her role and has begun to work on the areas of weakness within the setting, particularly planning. They do not have an appraisal system encourage staff development.

The partnership with parents and carers is generally good. There is a welcoming atmosphere and parents are encouraged to share what they know about their child. They receive useful information about the playgroup and the Foundation Stage. Notice boards and newsletters are used to inform parents and carers about themes, but there is currently no effective system to involve parents in the assessment of children's progress or to extend their learning at home.

What is being done well?

- A caring environment is created, with strong relationships between the staff and children. Staff encourage good skills for sharing and negotiating, and these are developing well. Children talk confidently to each other, to staff and to other adults. They listen and interact well in large and small groups, and express their feelings and experiences.
- Staff interact well with children. Their good questioning skills challenge children to use language for thinking and for expressing ideas, and help them progress in their learning.
- Children's progress in the area of physical development is particularly good. They have opportunities to take part in activities to promote development of their large muscle skills both throughout the session in the playgroup room,

and daily in the large hall or the covered outside area at the adjacent infants' school.

What needs to be improved?

- planning of the curriculum; further development to ensure that the learning intentions for children are clear, and that challenges are set to suit the individual stage and development of all children. Assessment systems, which are in the early stage of development, to be used to inform planning
- opportunities for parents to have effective involvement in the developmental assessment process for their child, and to receive information to enable them to extend their children's learning at home
- children's knowledge and understanding of the world in the areas of time and space
- opportunities for children to use writing as a means of communicating and recording, to be available at all times particularly within role play situations
- children's use of language comparing shapes, weight and size
- the opportunities for children to experience music
- the staff appraisal system; to ensure that the training and professional development of staff has a positive impact on children's well-being and learning.

What has improved since the last inspection?

Generally good progress has been made since the last inspection. Not all improvements in planning and teaching were completed before a major change in the leadership of the pre-school occurred. The current staff team are continuing to build on the development that had been made. Staff are undergoing training to enable them to reach NVQ level 3 and which covers Special Needs and an introduction to the Foundation Stage. They plan to attend further training in these areas to enable them to plan the curriculum fully and assess children appropriately, and so meet the needs of all children. Further training is planned to build on their knowledge and enable them to use assessments to influence planning and build on what the children already know to ensure progress.

A range of new books has been purchased, both fiction and non-fiction, to encourage children to enjoy books, to recognise that words have meaning and to support children's learning. Staff have made changes to the planning to include further first hand experiences of technology. Resources such as a computer and other programmable toys have been purchased. Resources have also been increased which reflect cultures and beliefs and encourage children to develop an understanding of the needs and views of others.

Staff have developed systems, including a key worker system, to improve the sharing of information about the provision and about children's progress. Notice

boards and newsletters are in place plus individual contact books. The books have been introduced recently and information sharing is not fully developed. The planning information is limited and lacks ideas for the extension of learning at home. This area has been made an area for further development as an outcome of this inspection.

In the area of physical development, the staff have introduced exercises which encourage children to think about how their heart beats change, how they should warm up and cool down and how they keep healthy.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children form good relationships with adults and make friends with other children. They are aware of routines and rules, and behaviour is generally good. Children show confidence choosing activities with which they persevere for good lengths of time. They work together both in large and small groups; sharing ideas and resources, and helping adults with tasks. An interest in festivals and other people builds on their understanding of being part of a larger community.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children talk confidently to each other and adults as they explain activities and act in role play. They enjoy looking at books and seeing familiar words as labels. Children attempt to write and make marks- with older children making recognisable letters and some able to write their names. They do not always make marks such as lists during role play. Children listen well to stories, participate in rhymes and songs enthusiastically, and talk about letters and their sounds.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children learn how to use numbers in everyday situations, recognising and counting reliably numbers 1 to 10, with more able children counting larger numbers. They solve simple problems in practical activities, for example weighing ingredients, and adding and subtracting in songs and rhymes. Children are beginning to recognise squares, circles and triangles in the environment around them, but are not always able to describe size, shapes and position of objects.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children explore different materials in crafts, cooking, playdough, construction toys, and the techniques of using them. They investigate objects and technology to find out how things work and how changes occur. Children confidently talk about their own lives but show little other awareness of past events nor about other countries, other than looking at festivals in different cultures. They do have an awareness of the local community, and are learning about other people and their roles.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children develop good control and co-ordination with an extensive range of indoor and outdoor equipment and movement games. They use a good range of resources to develop small and large muscle control and to develop hand/eye co-ordination. Children use malleable materials such as playdough, and are practising using small tools safely such as scissors. They are beginning to understand about keeping healthy- through exploring exercise, food safety and good hygiene practices.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
<p>Children explore colour mixing in free-painting, and make collages using different materials. They express themselves during messy play, painting and drawing, and talk confidently about their feelings and experiences. Children play imaginatively with a wide range of small world resources and in role play. They respond to what they see, touch, taste and hear in 'feely' activities and playing with sand and dry foods. Children have limited experience of music, including the use of instruments.</p>	

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

- continue to support staff development so that they build on their knowledge and understanding of the early learning goals. This knowledge and training to be used ensure the learning intentions are made clear in planning and to develop further the planning and assessment cycle to enable each child to make progress
- ensure that assessment records, and information contributed by parents and carers, are used to influence the planning for children's progress, and review ways in which the planning and suggestions for extending children's learning at home can be made available to parents
- provide further opportunities for children to learn about time and space through planned activities and spontaneous play
- develop planned opportunities for children to use language comparing shapes, weight and size, and offer further opportunities for children to freely make marks
- increase the opportunities for children to experience music in their play.

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.