



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY221176

DfES Number:

INSPECTION DETAILS

Inspection Date	10/11/2003
Inspector Name	Sarah, Louise Gilpin

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Hambleton Playgroup
Setting Address	Gateforth Lane Hambleton Selby North Yorkshire YO8 9HP

REGISTERED PROVIDER DETAILS

Name	The Committee of Hambleton Playgroup 701966
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ORGANISATION DETAILS

Name	Hambleton Playgroup
Address	Gateforth Lane Hambleton Selby North Yorkshire YO8 9HP

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

The Hambleton Playgroup has been open for many years and relocated in 2003. It operates from a pre-fabricated building in the grounds of Hambleton C of E Primary School. The playgroup serves the local community.

There are currently 28 children from two to five years on roll. This includes seven funded three-year-olds and one funded four-year-old. Children attend for a variety of sessions. The group supports children with special needs and there is provision for children who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 9.15 until 11.45 am. Afternoon sessions run from 12.45 until 3.15 pm when required.

Three full time staff work with the children. All have early years qualifications. The setting receives support from a teacher from the Early Years Development and Childcare Partnership. The playgroup is a member of the Pre-School Learning Alliance.

How good is the Day Care?

The Hambleton Playgroup provides good quality care for children.

Children are cared for in a welcoming and fun environment which is well organised to ensure that children can access equipment and resources easily. There are suitably qualified staff who are effectively supported by the playgroups management team. There are comprehensive policies and procedures that are implemented well to ensure the safety and well-being of the children, however hygiene procedures could be improved.

The education provision is generally good. There is a range of good quality toys and equipment available for children aged from two to five years. Staff successfully plan for children's learning and use the garden area very well to extend children's learning. Children's behaviour is managed well through a consistent approach where

good behaviour is encouraged.

There is a successful partnership with parents. Relevant information is exchanged prior to children attending the playgroup. Staff keep parents up to date with the days achievements and events as the children are collected. All relevant documentation is in place and children are cared for according to parents wishes.

What has improved since the last inspection?

not applicable

What is being done well?

- Staff are well qualified and regularly attend courses to keep up to date with current practice, for example child protection procedures
- The high staff to child ratio supports the care of all children in the playgroup
- Parents are welcome to become involved in their child's care and education
- The educational provision for the children is generally good and both staff and children are interested in what they do
- The outdoor area is used very well to promote and extend children's learning
- There is successful care for children with special educational needs and staff plan effectively to meet the children's individual needs

What needs to be improved?

- the hygiene practices.

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	ensure good hygiene practices are in place regarding hand washing and that tables used for snack are cleaned prior to access by children

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

How effective is the nursery education?

The Hambleton Playgroup provides an interesting environment for children where they have fun and make generally good progress towards the early learning goals.

Children make very good progress in their knowledge and understanding of the world and in their personal, social and emotional and physical development. In their mathematical and creative development and in communication, language and literacy they make generally good progress.

The quality of teaching is generally good. Staff have a sound understanding of the early learning goals and plan effectively for all children, however the structured nature of the creative experiences means children have insufficient opportunities to develop their individual creativity. The planning for children with special needs successfully promotes their inclusion into the provision. Staff complete detailed assessments of children which are informed by regular observations of what children can do. There is a very well resourced out door play area which provides children with many opportunities to learn across all areas. The grouping of children is not always appropriate and can impact on children's learning.

The leadership and management is generally good. There is a strong and enthusiastic volunteer committee who support the leader and staff in providing care and education for the children. The leader is committed to improving the setting, although there are no formal development action plans in place, in addition appraisal systems would more securely highlight staff development and training needs.

There is a very good partnership with parents. Relevant and interesting information is given to parents in the form of information leaflets, newsletters and displays. Parents are kept informed about their children's progress through regular informal exchanges.

What is being done well?

- There is effective planning for children which is closely linked to the early learning goals, which is implemented successfully and means children make very good progress in some areas of learning and generally good in the others
- The effective use of the outdoor area allows children to continue their learning while playing in the garden
- The provision for children with special educational needs is managed well to promote their inclusion, development and learning
- There is a successful partnership with parents, who are kept up to date about their children's learning

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| <ul style="list-style-type: none">● The staff are well supported by an enthusiastic and committed management team which includes a volunteer committee |
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What needs to be improved?
<ul style="list-style-type: none">● The organisation of children to ensure successful learning during group and story sessions;● Children's opportunities to develop skills in some areas of their mathematical learning and in developing their individual creativity;● The systems for reviewing the provision and staff's professional development.

What has improved since the last inspection?
not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested and motivated to learn, they explore the available activities and resources eagerly. Children have effective relationships with staff, they seek help and support when required. Children manage their own needs well and are competent at putting coats and shoes on and off when moving from indoors to outside.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children use a wide vocabulary to initiate and sustain conversation with staff, they enjoy singing and rhyming activities. Children appropriately use language to negotiate and extend their role-play activities. Children are developing early writing skills and some more able children are beginning to accurately form the letters of their name. On occasion children's learning is hindered by the organisation of group sessions and story time.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children enjoy number activities, the four year olds and more able are beginning to recognise and name some numerals. Children can competently count to five and above. Children understand and use some positional language and can describe size and shape in simple terms. Insufficient emphasis is placed on developing skills in simple addition and subtraction through planned for practical activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children effectively use their senses to explore their environment, the natural world and every day objects. Children are very competent when using the available information technology equipment. Children are beginning to show some knowledge of people around them and those from different cultures.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move with confidence and show an awareness of the safety of others around them. Children are competent when using a wide range of large and small equipment including scissors and pencils. Children enjoy a variety of activities and experiences that help to develop their hand-eye coordination.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
<p>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 well developed 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</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

- Develop a more systematic approach to making changes to the provision and when assessing staff's development and training needs.
- Ensure children have sufficient opportunities to develop their individual creativity.
- Review the practices of grouping children for certain educational activities such as story sessions.
- Provide activities which promote children's mathematical learning, particularly in simple addition and subtraction.

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.