



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 101658

DfES Number: 519673

INSPECTION DETAILS

Inspection Date 02/11/2004
Inspector Name Angela Cole

SETTING DETAILS

Day Care Type Sessional Day Care, Out of School Day Care
Setting Name Mitton Manor Playgroup and After School Club
Setting Address Carrant Road
Tewkesbury,
Glos
GL20 8AR

REGISTERED PROVIDER DETAILS

Name Mitton Manor Playgroup 900034

ORGANISATION DETAILS

Name Mitton Manor Playgroup
Address Carrant Road
Tewkesbury
Glos
GL20 8AR

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

Mitton Manor Playgroup opened in 1986 as a community group with charitable status, and is managed by a voluntary committee of parents and carers. The group owns a large, extended building sited in the grounds of a primary school in a residential area on the outskirts of Tewkesbury in Gloucestershire. The outdoor play area has recently been refurbished. The setting also uses the school hall and outside areas. A maximum of 30 children may attend the group at any one time.

The playgroup is open each weekday during school term times. Sessions are from 09.00 to 11.30, and on Tuesdays and Thursdays from 12.30 to 15.00 for younger children. There are currently 31 children from two years nine months to under five years on roll; of these 22 children receive funding for nursery education. Though many children live locally, others come from a much wider area. The setting supports a number of children who have special needs. The playgroup employs four staff. Three of the staff, including the manager, hold appropriate early years qualifications. The playgroup receives support from school staff, a mentor teacher from the Early Years Development and Childcare Partnership, and fieldworkers from the Gloucestershire Playgroup and Toddler Association.

The after school club opened in March 2003 and is located in the same premises as the playgroup. It is open each weekday from 15.15 to 17.45 for 50 weeks of the year. There are currently 50 children aged from four to under eight years on roll and all attend the adjacent Mitton Manor Primary School. The club employs four staff and all hold appropriate early years or playwork qualifications.

How good is the Day Care?

Mitton Manor Playgroup and After School Club (ASC) provides good quality care for children. Staff are appropriately qualified and highly experienced. The documentation is highly organised, stored securely and kept fully confidential. The detailed operational plan works well in practice and very good use is made of the staff, space and other resources. The premises are clean and well maintained, with space that is invitingly organised to meet all the children's requirements. There are

ample safe, toys and furniture for both the playgroup and the ASC, and the equipment effectively promotes equality of opportunity. All children have good access to appropriate toys and play materials.

Positive steps are taken to promote the children's safety and staff are vigilant at all times. The access to the premises is closely monitored to keep them safe. and a door chain is used throughout the playgroup sessions. Staff have a secure knowledge of child protection. Children learn good hygiene practices through frequent hand washing. A few younger ones use a communal towel until they are used to the hand dryer. Most first aid and medication procedures are in place, though permission for medical treatment or treatment is not sought from all parents. Drinks are provided regularly. Staff are fully aware of the children's dietary needs and the snacks offered provide a balanced diet.

The care, learning and play in both the playgroup and the ASC are excellent. There is always a stimulating range and balance of activities that helps children make progress in all areas of their development. All children are fully included in activities and their needs are conscientiously met. Staff actively ensure appropriate action is taken regarding children's identified special needs. The management of children and their behaviour is outstanding.

Staff work closely with families to meet the children's needs. The records about individual children are regularly updated and shared with parents.

What has improved since the last inspection?

After the last inspection, the setting agreed to address staff training and qualifications and ensure the privacy of older children using toilet facilities.

Staff, including the person-in-charge, are now suitably qualified and continue to update their training so that children's needs are met effectively. Closure hooks are installed at a high level on toilet doors to give older children at the ASC the required privacy.

What is being done well?

- Children confidently make decisions about their play. They are fully involved and enjoy exploring and investigating the very wide range of activities available. The adults are highly interested in what the children do and say. They respond enthusiastically to the children's interests, and give meaningful encouragement and praise.
- The premises are safe, warm and welcoming with vast amounts of children's work displayed on walls and ceilings. Many activities are immediately available in the spacious, well-organised playrooms. Children are also encouraged to access other high quality toys and equipment from storage at their height.
- Children with special needs are valued and fully included in the activities. Their individual needs are comprehensively met through thoughtful steps

taken in full partnership with parents and other professionals.

- Families are warmly welcomed into this friendly setting and say they find the staff very approachable. Parents are effectively consulted about the care of their children and are given detailed information about the setting and their children's progress.

An aspect of outstanding practice:

The management of children and their behaviour in both the playgroup and the after school club are outstanding. Strategies to foster good behaviour are entirely appropriate, thoroughly understood by all staff and consistently applied. Children are secure in their knowledge of the staffs' clear expectations. Throughout the sessions, they are highly supported by adults to be fully occupied in worthwhile activities.

What needs to be improved?

- the procedure to seek all parents' permission for emergency medical advice or treatment.

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.)

Since 1 April 2004 Ofsted have not received any complaints about this provider.

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	Request written permission from parents for seeking emergency medical advice or treatment.

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

How effective is the nursery education?

Mitton Manor Playgroup provides high quality nursery education that enables children to make very good progress towards the early learning goals (elgs) in all six areas of learning.

The quality of teaching is very good. Through regular training, staff have a very secure understanding of the elgs, so they skilfully adapt activities and challenges to support individual progress. Curriculum plans are detailed with associated elgs and adults are highly briefed on their roles. Excellent assessment of children's responses is made through regular discussion and daily written evaluation. Their progress is recorded in the stepping stones though these are not shown on written planning to confirm the links. All staff use excellent teaching methods to help the children progress. Learning is firmly based on a wide choice of play experiences and staff respond positively to encourage children to develop their own ideas. Carefully phrased questions challenge them to think more deeply. Staff are committed to providing personal support for children with special needs. The routine is carefully devised by the children on a picture line, with the result that the management of children and their behaviour is outstanding. They are totally absorbed in self-directed activities and staff share very clear expectations.

The leadership and management of staff are very good. Staff are fully supported through strong leadership and encouragement to continually update everyday practice. The setting is highly effective in monitoring and evaluating aspects of its provision and staff show the deepest commitment to improving the care and education of the children.

The partnership with parents and carers is very good. Families are provided with accessible information about the playgroup and its provision. Staff and parents regularly share information about the children. Parents have excellent encouragement to be involved in the children's learning through management and day-to-day support.

What is being done well?

- Children's personal, social and emotional development is highly fostered through excellent opportunities to choose and plan their own play during long free play sessions. They gain the skills to become independent and are very well behaved.
- Children gain very good language skills to communicate with each other and develop their mathematical understanding.
- Children's creative development is highly valued. They are fully involved in their extensive role-play that is fully supported by sensitive adults. Children eagerly respond to the strong lead given by staff so they enjoy a wide range

of songs with actions or musical instruments.

- The staff form an excellent team. They liaise very closely together and support the children's progress through regular, in-depth discussion and sharing of knowledge and ideas.
- There is a very strong relationship with parents who appreciate the warm friendly atmosphere. Parents receive full information about the group, it's activities and their children's progress.

What needs to be improved?

- the inclusion of stepping stones in the written planning to link with the assessment of children's progress.

What has improved since the last inspection?

Staff have made very good progress in implementing the action plan developed in response to points of consideration in the previous inspection.

They have addressed aspects of the provision for children's physical development and the partnership with parents.

Parents and carers are now better informed about the playgroup's provision for the children and receive varied information about the areas of learning and the early learning goals. Children's physical development is further enhanced through regular use of climbing equipment both indoors and outdoors.

These improvements have had a positive impact on children's learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are well settled by the small, stable group of caring, friendly staff. They enjoy self-chosen challenges and show willingness to tackle problems. They are gaining very good independence, for example, in dressing, hygiene and eating. Children are eager to be 'helping hands' and seek out adults to show their pride in their achievements. They are beginning to relate to one another and to accept that others have needs, including taking turns with musical instruments.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children use language confidently, learn to negotiate and build up a wider vocabulary, including names of fruits such as 'cranberry'. They listen intently in both large and small groups and confidently express needs and preferences. Children enjoy rhyming activities and distinguish different sounds. They eagerly join in with stories, including 'Gingerbread Man', and know words have meaning. They recognise their names and make excellent use of writing materials, for example to send 'invitations'.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children show a keen interest in numbers and use some spontaneously in their play, for example, to say a purse contains £5. Children are willing to attempt to count, including spots on a dice. They enjoy joining in with number songs and eagerly help to say the numbers in the 'Hungry Caterpillar story'. Children group safari animals and compare sizes and numbers of babies to the adult models. They make arrangements of these and other objects, such as round balls of dough 'on top' of each other.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are keen to recall and describe significant family events. They investigate a wide range of objects and materials, for example, in sand and water play and as a fizzy drink is opened. They balance and construct items such as recycled materials. A keen interest is shown in technology; children develop careful computer mouse control and enjoy role-play with telephones. They show significant interest in the environment, discussing the effect of the weather on their routine and activities.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children gain independence and become aware of healthy practice for eating and hygiene. They move around the spacious playroom freely and with confidence. They carefully control the buggies and can stop as appropriate, for example, to avoid others. They eagerly respond to rhythm, music and movement in ring songs and have varied opportunities to use large and small physical equipment both indoors and outdoors. Very good skills are gained using small tools, such as pens and glue sticks.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children's creativity is highly valued. Great interest is shown in what they see, hear, smell and taste, for example, to find their favourite fruit drink. These young children show outstanding interest in joining in both actions and words of an increasing range of songs. They enthusiastically respond to changes in rhythm and to explore the different sound of instruments. Their role-play is excellent with consistent support to imitate adults and learn through a wide range of available resources.

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 improving the following:
- continue to develop the links between the assessment of the children's progress and curriculum planning through the stepping stones.

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.