



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 206830

DfES Number: 514270

INSPECTION DETAILS

Inspection Date	24/06/2004
Inspector Name	Jane Melbourne

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Newton Solney Playgroup
Setting Address	Newton Solney Infants School Trent Lane, Newton Solney Burton-on-Trent Staffordshire DE15 0SF

REGISTERED PROVIDER DETAILS

Name	The Committee of Newton Solney Playgroup
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ORGANISATION DETAILS

Name	Newton Solney Playgroup
Address	Newton Solney Infants School, Trent Lane Newton Solney Burton-on-Trent Derbyshire DE15 0SF

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 playgroup is based in the hall of Newton Solney infants school. The group operates purely to prepare children for school and only children who are due to attend the Newton Solney infant school are taken by the playgroup.

The playgroup runs one session each week for two terms before the children go to the school.

The group does not operate during the school holidays.

The playgroup is committee run and Mrs Mullarkey has been nominated by the committee to be the registered person. She is also the supervisor of the playgroup.

How good is the Day Care?

Newton Solney Pre-school provides good quality childcare. Staff make effective use of time and space to provide a stimulating and orderly environment where a good balance of resources and equipment encourage children's independence. Clear policies and staff's commitment to on-going training and development results in a well-organised setting. There are good recording systems and procedures in place although one procedure and record lacks necessary details.

Staff are vigilant about children's safety and supervision and there are comprehensive risk assessment procedures in place. Records include detailed information regarding children's individual care and health needs. Staff effectively implement the equal opportunities policy and as a result children value and treat others with care and respect. There are good arrangements in place to support the inclusion of children with identified special needs.

A stimulating environment is provided where staff plan a balance of learning opportunities for children. They encourage children to be independent and to choose activities and resources for themselves. A mixture of adult-led and child initiated activities encourage children to explore and investigate and build on their language,

thinking and imagination. Staff have positive relationships with children which results in a calm and happy environment where children learn to share and take turns.

The playgroup provides a warm and welcoming environment for parents and carers. Staff actively encourage parents participation in the playgroup. Written detailed records together with policies and procedures and a prospectus ensures parents are well informed about their child's care, learning and development.

What has improved since the last inspection?

At the last inspection the playgroup were asked to devise a policy about the exclusion of children who are ill or infectious which is discussed with parents and to include procedures to be followed in the event a child becoming ill whilst at the playgroup. A written policy has now been introduced which clearly details all the procedures to follow and is available to parents. This reassures parents of the correct procedures to be followed if their child becomes ill and that the playgroup is active in preventing illness and infections. The address and telephone number of Ofsted is now included in the complaints procedure ensuring parents are well informed of who to contact if they have a complaint.

What is being done well?

- Good comprehensive policies and procedures and staffs on-going commitment to training and development result in a well-organised setting.
- A varied balance of play opportunities helps to build on children's natural curiosity. Children are excited and motivated to learn in a stimulating environment.
- Staff's clear guidance and positive attitude ensures children are well behaved.

What needs to be improved?

- the register to ensure arrival and departure times are recorded
- the child protection procedures for staff

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.)

Not applicable.

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
2	ensure the register records the arrival and departure times of children and staff
7	review the routines for hand washing
13	ensure the child protection statement includes procedures to be followed if an allegation is made against a member of staff

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

How effective is the nursery education?

Newton Solney Pre-school provides good quality nursery education where children develop a positive approach to learning. Children make generally good progress towards the early learning goals and in some areas they make very good progress.

The quality of teaching and learning is generally good. Staff make good relationships with children which help children feel confident and secure. High expectations of children's behaviour together with clear guidance and good strategies encourage good behaviour. Good use of observations and assessments help staff to plan the next steps in children's learning and to monitor children's development. Staff use their knowledge of the foundation stage to plan a range of appropriate activities although sometimes these are not planned sufficiently to encourage children to use their imagination to create their own creative ideas or practice their mark making skills. Most methods used to teach children are appropriate and help children to learn. A good range of resources effectively support children in their learning.

The leadership and management of the pre-school is very good. There are comprehensive policies and procedures in place which contribute to the clear organisational structure of the pre-school. Staff's commitment to ongoing training and development and continuing monitoring of the educational programme effectively promotes the quality of teaching.

The partnership with parents and carers is very good and contributes to children's progress towards the early learning goals. The pre school actively encourages parents' involvement in their children's learning. Well written information along with suggestions for home based activities, participation in sessions specifically planned around learning and play and regular involvement in the assessment process ensures they are well informed about their children's progress.

What is being done well?

- The pre-school has a strong commitment to continuing professional development within the staff team with good systems in place to support this.
- Children's personal, social and emotional development is very well-fostered, children are happy and confident and have good relationships with staff.
- There are good arrangements to work in partnership with parents and carers, including clear written information about the provision and structured and informal opportunities to share relevant progress information with staff.

What needs to be improved?

- the opportunities for children to select and explore equipment to make their

own creative designs

- the opportunities for children to practice their mark making skills in daily activities and routines

What has improved since the last inspection?

At the last inspection the pre-school were asked to make more use of the weather and date chart by talking to the children as a group about the weather, date, seasons then allowing them to record their observations by changing the chart themselves. Regular use of the weather board is now incorporated into the daily registration and circle time. Children actively participate in discussions about the weather and have opportunities to record their observations. The introduction of large mobile pin up boards within in the playgroup allows children's own work to be displayed and encourages their exploration of related topics and themes which has had a positive impact on their learning. The opportunities for children to have access to explore and select equipment to make their own creations has not yet been sufficiently addressed and remains a key issue for action.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are confident and motivated to learn. They play purposefully and are interested to participate in activities. The calm and relaxed atmosphere helps children feel relaxed and settled. Clear boundaries for behaviour help children to learn to share and take turns and to be kind and considerate of others older children help younger children for example when tidying away equipment.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children listen well and are keen communicators they have many opportunities to talk and interact with others. Children enjoy listening to stories with adults and independently they handle books with confidence and know written words have meaning. Children recognise their own names and practice mark making in role play although they seldom have opportunities to practice writing for a purpose in the daily activities.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Most children can count reliably up to 10 and are able to recognise shapes, sizes and colours. Children are beginning to use mathematical concepts to solve problems, for example when filling up containers in the water play and experimenting with amounts until the object was full. They begin to use mathematical language and talk about shape, size and position when constructing with bricks. They experiment with symmetry and use beads to create patterns.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Planned activities help children to learn about change. They discuss how the beans have grown that they planted for Fathers day and notice that the strawberries in the garden have turned red. They have regular opportunities to build and design, they make large models such as the play bus and construct with recycled materials. Children have regular opportunities to use calculators and programmable toys to support their play. They visit their local environment and learn about other cultures

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move with control and confidence regular planned activities set challenges for physical development. Children develop their skills for catching and throwing and learn to use their balance and coordination when practising the egg and spoon race for sports day. Children are confident in climbing and use a wide range of equipment to encourage their physical ability. They use small equipment regularly and show good coordination in handling scissors, rolling pins and paintbrushes.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
<p>Children enjoy listening to music and regularly use musical instruments to accompany singing sessions. They act out simple stories and use their imagination in different role play scenarios and take part in regular dance and movement sessions. They experiment with colour and explore textures in two and three dimensions. Children are confident to select tools for their work although they have less opportunities to choose materials and resources to make their own designs and artistic creations.</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

- Provide more opportunities for children to have access to explore and select equipment and resources such as scissors, glue, sticky tape and hole punchers and use these to make their own creative designs.
- Provide more regular opportunities for the children to practice their mark making skills in the daily activities and to use writing for a purpose.

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.