



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 102975

DfES Number: 545215

INSPECTION DETAILS

Inspection Date	11/06/2003
Inspector Name	Jonathon Christopher White

SETTING DETAILS

Day Care Type	Sessional Day Care, Out of School Day Care
Setting Name	Tregony Playgroup & Out of School Club
Setting Address	Back Lane Tregony Truro Cornwall TR2 5RP

REGISTERED PROVIDER DETAILS

Name	The Committee of Tregony Playgroup & Out of School Club
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ORGANISATION DETAILS

Name	Tregony Playgroup & Out of School Club
Address	Tregony GP School, Back Lane Tregony Truro Cornwall TR2 5RP

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

Tregony Playgroup opened over twenty years ago. It operates from one main room within Tregony CP School. The group also have access to the school sports hall at certain times during the week.

There are currently twenty five children on role. This includes seven funded three year olds There are no funded four year olds. Children attend for a variety of sessions. One child who attends the group has special needs. There are no children attending who speak English as an additional language.

The after school club operates from the same premises five days a week, 15:20pm to 18:00pm, holidays times are 8:30am to 18:00pm. The out of school is registered to take twenty four children under eight years. The club is also available to take children over eight years.

The group opens five days a week during school term times all year round. Sessions are from 12:45pm to 15:15pm

The group also operate a lunch club before playgroup starts 12noon to 12:45pm.

There are four full time staff who work with the children. Two have early years qualifications. Two members of staff are currently on training programmes.

The group receives support from a teacher from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Tregony Pre School and out of school club provides a good standard of care for the children.

The group is run by a committee of parents. The majority of the staff have a child care qualification, or are working towards a qualification and all the staff group work together as a team. Some of the playgroup staff are involved in the out of school

club.

The group also operate a lunch time club before the playgroup session commences. The out of school club follows on from the playgroup session. The environment is warm and welcoming with a variety of children's work displayed.

Children in the playgroup and out of school club are well supported by the staff group. There is no key worker system operating at present however there are plans to implement a system as part of the quality assurance programme.

The staff group work from the planning which is displayed in the room. They are clear on the next stages of the children's development and provide a programme that allows the children to be creative, explore, investigate and take part in a range of physical activities.

There are opportunities to use the role play area to encourage language and mathematical thinking. There is a selection of good quality toys and resources for the playgroup and out of school club which supports learning and play opportunities. Equipment also reflects cultures and diversity and meets the needs of the children.

Parents are made welcome at the provision and information is displayed for them outside and inside the room. Information is available for parents through daily record sheets and progress charts. Children also produce scrap books to take with them when they leave.

The provision produces a welcome pack for the parents which includes clear detailed information on the operation of the group. Parents also have access to all the policies and procedures, and any written information about their children.

What has improved since the last inspection?

At the last inspection, the provision agreed to conduct a risk assessments on the premises, identifying actions to be taken to minimize identified risks and obtain written permission from parents to administer medication to children.

The actions have been completed satisfactory which now supports the children's well being and are in line with the National Standards.

What is being done well?

- Staff are developing a key worker system to meet the needs of each individual child which will be shared with parents and carers(standard 2)
- Children produce hard backed scrap books which includes their work and achievements. They take these with them when they leave the provision (standard 3)
- Children have access to the school hall to allow them to participate freely in a range of physical activities (standard 3)
- Children are learning about road safety through a range of role play

equipment and working traffic lights. They learn about Africa its animals and customs from a visitor explaining to the children about her recent trip to Africa.

- Children have access to the school hall to allow them to participate freely in a range of physical activities. (standard 3)
- The children are well supported by the staff group who work together with small groups. Good adult ratios are maintained (standard 2)

What needs to be improved?

- the arrangements for the access through the out of school club play area needs to be addressed (standard 6)
- the staff are aware of their responsibilities surrounding child protection (standard 13)
- the first aid equipment is available when children are playing in the outside area (standard 7)
- the staff group to sit with the children during snack times (standard 8)

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 first aid equipment is available in the outside play area
8	make arrangements for staff to sit on each table with the children during snack times

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

How effective is the nursery education?

Children are making generally good progress towards the early learning goals in most of the areas of learning apart from mathematics where there are significant weaknesses.

Teaching is generally good. Children's individual needs are recognised, encouraged and praised. The children's behaviour is good. Staff plan an interesting programme of activities based on the 'footsteps' planning and is linked to the early learning goals. There are a good range of resources which staff use to increase children's vocabulary particularly in knowledge and understanding of the world. However there is less evidence that children are encouraged to use mathematical language or to discuss mathematical ideas.

Leadership and management is generally good. Most staff are qualified those that are not are aiming towards a childcare qualification. Staff meetings are held regularly. The education planning which is currently undertaken by the supervisor, deputy and reception teacher is to be further developed to include all staff members. Currently there is no key worker system in place however this is going to be addressed during the next term.

The partnership with parents is generally good. The pre-school has developed an handbook which provides information for parents and carers about the early learning goals. There is a very active notice board for parents and carers to access, displaying topics covered for the term, items requested for use on the display table and dates of committee meetings. Newsletters are regularly sent home. Parents are encouraged to take an active part within the pre-school they are invited to attend sessions and to help with the duty rota. Staff are available to discuss children's progress with parents if approached however, this is on a very informal basis and needs to become more formalised.

What is being done well?

- Children are confident they are able to express their feelings with and towards each other.
- Behaviour is of a high standard, children are able to show concern for one another. They have an understanding of right from wrong.
- Children are actively involved in their learning, confident to work well with each other, able to share and take turns.
- Staff organise resources to support children's learning particularly in expanding their vocabulary.

What needs to be improved?

- opportunities for children to develop mathematical thinking during practical activities to be maximised.
- staff's assessment and record keeping system to show what children can do well, the next steps in their learning and to incorporate a system to inform parents of their child's progress.
- snack time to be further developed to encourage progress in personal, social emotional and mathematics awareness.

What has improved since the last inspection?

The pre school has made generally good progress since the last inspection.

Long and short term plans have been developed, staff liase with EYDCP advisory teacher and use the footsteps curriculum with regards to planning. They also liase on a weekly basis with the reception teacher at the school.

All staff have a clear understanding of the early learning goals this has been achieved by staff updating knowledge through attending courses run by Cornwall's EYDCP and some completing NVQ level 3.

An assessment system has been introduced however recording is limited with regard to monitoring children's progress and moving them forward

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

The children are making very good progress in their personal, social and emotional progress. They are happy confident and well behaved. Of particular note is the use of 'the special tree' to develop the children's self esteem. Personal independence is encouraged, children wash their hands and are learning to take off shoes and socks when using school hall. However, at snack time opportunities for children to develop their independence skills are missed.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children's progress towards the early learning goals in communication, language and literacy are generally good. At group time they are learning to listen to each other. They are developing good language skills, able to initiate conversations with adults and each other as they play and relate experiences. Children are beginning to develop their understanding of print and how books are organised. Labels on displays around the room help children understand the meaning of print.

MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

The programme for maths has some significant weaknesses. Child heard count up to 15 independently however, opportunities were missed to extend their mathematical thinking such as estimate how many plates are needed at snack time and the use of counting rhymes. Although a suitable range of mathematical resources is provided in the overall programme, the children are not encouraged to use these sufficiently to develop their skills for calculating.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

The children's learning in knowledge and understanding of the world is very good. They learn through a range of interesting themes. Recent projects include learning about life in Kenya, authentic materials used for dressing up and use of photographs to explain habitat. The children show an awareness of technology around them by the use of the computer with appropriate software and recent project 'green cross code', using traffic lights in role play and understanding the colour sequence.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

The children are making generally good progress in their physical development. Use of outdoor and indoor play space is used very well to help children learn to move safely and confidently. They are challenged by the use of climbing and balancing equipment in the hall and are able to develop confidence at their level. They are learning to use scissors. However opportunities were missed to develop hand eye co-ordination further at snack time as drinks had already been poured out.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
<p>The children's creative development is generally good. They explore colour and texture. Children at the painting easel had an understanding of mixing two colours together and able to predict the outcome. Planning shows children are given a variety of mediums to work with. Children particularly enjoyed the singing session with the guitar accompaniment. They are beginning to understand simple clapping rhythms in relation to syllables.</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 emphasis on mathematics during practical activities to encourage mathematical thinking and language.
- develop the snack time to provide further opportunities in learning through everyday activities
- develop staff's assessment and record keeping system, to show what children can do well, the next steps in their learning and to incorporate a system to inform parents of their child's progress.

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.