



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 220252

DfES Number: 517059

INSPECTION DETAILS

Inspection Date 26/03/2004
Inspector Name Anne Archer

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Warwick Community Playschool
Setting Address Warwick C. P. School
Dulley Ave
Wellingborough
Northamptonshire
NN8 2PS

REGISTERED PROVIDER DETAILS

Name Warwick Community Association 1041878

ORGANISATION DETAILS

Name Warwick Community Association
Address Warwick C.P. School
Dulley Avenue
Wellingborough
Northamptonshire
NN8 2PS

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

Warwick Community Playschool opened in 1990. It operates from two portacabins in the grounds of Warwick Primary School on the Kingsway estate in Wellingborough Northamptonshire. It is part of the Warwick Community Association and a mums and tots and baby clinic are held in a room at the playschool on a Wednesday morning. The playschool serves the local area.

There are currently 41 children on roll. This includes 31 funded three-year-olds and 10 funded four-year-olds. Children attend morning or afternoon sessions. The playschool currently supports four children who have English as an additional language.

The playschool opens five days a week during school term times. Morning sessions are from 08:50 until 11:20 and afternoon sessions are from 12:50 until 15:20.

Three full time staff work with the children. One member of staff has an early years qualification to National Vocational Qualification level three. The playschool receives support from a teacher from the Northamptonshire Early Years Development and Childcare Partnership.

How good is the Day Care?

Warwick Community Playschool provides satisfactory care overall for children aged between two and under five years.

The friendly playschool staff provide a warm and welcoming environment for children and parents. The provision provides sufficient space for the number of children attending the playschool. There is currently no one with an appropriate childcare qualification to deputise for the manager in her absence and procedures for appointing and vetting staff require clarification. There is a broad range of toys, equipment and resources from which staff can choose to provide appropriate activities for the children. Most records, policies and procedures are satisfactory however some require updating or modifying.

The premises are secure and there are effective procedures in place for the safe arrival and departure of children. Practices for maintaining children's health through good health and hygiene and snack routines are satisfactory. Staff work hard to ensure that all children are included and their differences acknowledged and valued.

Staff provide a varied range of activities although those in art and design are limited. The good range of resources which reflect positive images of culture, ethnicity, gender and disability are in regular use and help children form positive attitudes to people who are different. All staff promote children's self esteem through praise and encouragement and manage their behaviour in a sensitive and consistent manner.

The playschool staff develop good working relationships with parents and provide them with daily opportunities to exchange information and discuss their child's progress.

What has improved since the last inspection?

At the last inspection the playschool was asked to update the complaints procedure. This has been carried out and parents are now aware of how to contact Ofsted if they wish to make a complaint.

What is being done well?

- Staff are interested in what children say and do. They talk and listen to them, respond to children's interests and praise and encourage them.
- The environment is warm and welcoming and there is adequate space for the number of children present.
- There is a broad range of equipment and resources including resources which reflect positive images of culture, ethnicity, gender and disability.
- Methods for dealing with behaviour are appropriate, understood and consistently applied.

What needs to be improved?

- deputising procedures to ensure a suitably qualified person is always on the premises
- procedures for appointing and vetting staff
- strategies to ensure minimum staff qualifications are met
- activities to support children's creative learning in art and design
- arrangements to ensure at least one member of staff with a current first aid certificate is present at each session
- staff knowledge and understanding of the Code of Practice (2002) for the Identification and Assessment of Special Educational Needs
- the statement of child protection procedures.

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 should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
2	Develop an action plan that sets out how staff training and qualification requirements will be met.
3	Plan a range of activities and play opportunities for children to use their imagination in art and design.
7	Develop and implement an action plan detailing how at least one member of staff with a current first aid certificate will be on the premises or on outings at any one time.
10	Ensure staff have regard to the Code of Practice (2002) for the Identification and Assessment of Special Educational Needs.
13	Ensure that the child protection procedure for the pre-school complies with local Area Child Protection Committee procedures.
1	Ensure that there are effective procedures in place for appointing and vetting staff and for checking that staff are suitably qualified and/or experienced to work with children.

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

How effective is the nursery education?

Warwick Community Playschool provides good quality nursery education where children enjoy learning through a range of interesting activities. Children make generally good progress towards the early learning goals. They make very good progress in personal, social and emotional development.

The quality of teaching is generally good as is staff's use of time and resources. Staff provide a varied range of practical activities to help children learn however activities for creative development are often over directed by adults. While the planning system provides a suitable framework to help three-year-olds make progress, there is often insufficient challenge for four year olds and more able children, particularly in mathematical development. A new observations and assessments system has been introduced however information is not always used effectively to reinforce or extend individual children's learning. Staff's management of children's behaviour is very good. They know the children well and use appropriate methods to encourage good behaviour. There are effective systems and good staff support for children who speak English as an additional language.

The leadership and management of the preschool is generally good. The manager and staff share responsibilities and there is a deputising system in place. While the staff team work very hard and are committed to developing the care and education for all children they do not often seek opportunities to develop their practice. The management committee has little day-to-day contact with the playschool and its activities and there is no staff appraisal system in place.

Partnership with parents and carers is generally good. Parents are provided with good quality information about the educational programme and staff are actively involved in developing strategies to encourage parents to take part in their children's learning and to contribute information towards their child's assessment and attainment records.

What is being done well?

- Children's personal, social and emotional development is very good. Staff support new children while they develop personal independence and begin to form relationships with their peers.
- Children who have English as an additional language are well supported.
- Staff's management of children and their behaviour is very good.
- Good quality information is provided to parents about the nursery provision and they are encouraged to be involved in their children's learning.

What needs to be improved?

- opportunities for children to find out about and talk about their environment
- regular opportunities for children to use tools and learn how to do so safely
- regular activities in which children are able to express their own creative ideas
- the use of observations and assessments to effectively plan for children's future learning
- opportunities for children to record their learning independently.

What has improved since the last inspection?

The playschool has made generally good progress since the last inspection to address the key issues.

The staff now plan activities for all six areas of learning. They make regular observations and assessments of the children's learning however these are not always used effectively to reinforce or extend children's learning.

Writing materials are now available for the children at each session however there is over emphasis on the use of work sheets. While there is still a strong reliance on commercial materials, everyday objects and natural materials have been introduced into the educational programme.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are developing self confidence and self esteem. Most separate from their main carer with confidence. Children show confidence in linking up with others for support and guidance and older and more able children persist for extended periods of time at an activity of their choosing. All are beginning to form relationships with adults, seeking out others to share experiences. Children have an awareness of the boundaries set and the behavioural expectations within the group.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children listen to stories with increasing attention and recall. They speak to others about their wants and interests also using gestures and body language. Children learn to link sounds to letters verbally and visually. They show an interest in books and are starting to understand how stories are structured. Children engage in activities requiring hand/eye coordination and practise pre-writing skills, however they do this on pre prepared work sheets rather than in an individual way.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children show an interest in numbers and counting, some using number names and language simultaneously. They enjoy joining in with number rhymes and songs. Four year olds and more able children show an interest in number problems, sometimes offering solutions. However some activities provide insufficient challenge for these children. Children are learning to compare shape and more able children show an awareness of similarities in shapes in the environment.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are developing good exploration and investigative skills. They have an awareness of change and notice and comment on patterns. Children know how to use simple equipment and more able children can perform simple functions on ICT apparatus. Although children are learning about different people within their community they do not have the opportunity to explore the local environment.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move freely with pleasure and confidence. Most children can combine and repeat a range of movements. Children are developing a sense of space and show respect for other children's personal space when playing among them. They show an awareness of healthy practices with regard to eating and personal hygiene. Children are becoming competent in activities requiring hand/eye coordination however opportunities to use one handed tools and learn that these should be used safely are limited.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children are using their bodies to explore texture and space and are beginning to describe the texture of things. They make three dimensional structures although these sessions are very adult led. Children have limited opportunities to learn about and experiment with colour. Children join in favourite songs, show an interest in the way musical instruments sound and imitate and create movement in response to music. Children enjoy using their imagination in role play.

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

- Ensure that the information gained from observations and assessments is used effectively to inform future planning.
- Increase children's opportunities to operate independently by encouraging them to learn how to use tools safely and to express their own creative ideas.
- Review curriculum planning in knowledge and understanding of the world to ensure provision is made for children to learn about their environment.

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.