



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 253540

DfES Number: 585063

INSPECTION DETAILS

Inspection Date 24/06/2003
Inspector Name Gill Ogden

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Cherry Tots Playgroup
Setting Address Cherry Willingham Primary School
Lime Grove, Cherry Willingham
Lincoln
Lincs

REGISTERED PROVIDER DETAILS

Name The Committee of Cherry Tot Playgroup Committee 1037196

ORGANISATION DETAILS

Name Cherry Tot Playgroup Committee
Address U/A
U/A

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

Cherry Tots Playgroup has been registered since 1975. It operates from a classroom in Cherry Willingham primary school. The room is for the sole use of the group during its opening hours, although some reception class children use the toilets. The room incorporates toilets and a cloakroom. The playgroup serves the village and surrounding area.

The group is registered to provide care for twenty-four children between 2 and 5 years. There are currently 45 children on roll. This includes 20 funded three year olds and 12 funded four year olds. Children attend for a variety of sessions. Several children have special needs.

The group opens each weekday during school term time. Sessions run each morning from 09:10 until 12:00 hours and on Tuesday, Wednesday and Thursday afternoons from 12:30 until 15:00 hours.

Seven part time staff work with the children. Most of them have early years qualifications. The group can access support from the Early Years Development and Childcare Partnership. It is a member of the Pre-school Learning Alliance.

How good is the Day Care?

Cherry Tots Playgroup provides good quality care for children aged 2 - 5 years. There is a strong staff team who are committed to providing the best for the children and making sure that everyone enjoys themselves at the same time. Sound documentation is in place to support practice.

A high priority is given to health and safety in a way that includes the children taking on responsibility for themselves in those areas. The premises are warm and welcoming and the space is used well to support the provision of a broad, balanced curriculum for the children.

A variety of activities are planned to make sure that all children will make progress.

There is an effective key worker system which results in children's development and learning being well monitored. The good relationships between staff and children generally make sure that all the children, including those with special needs, enjoy themselves and so develop a positive attitude towards learning.

The partnership with parents is good. Parents are free to chat with staff at every session and gather and share information about their children. Useful written information is provided for them regarding the working of the group and the progress their children are making.

What has improved since the last inspection?

At the last inspection it was agreed that plans would be made to make sure that at least half of the staff were suitably qualified, that the operational plan was reviewed and that the complaints procedure was adjusted. All of these have been met within the required timescale. The majority of staff are qualified and some are going on to do further qualifications. The operational plan has been reviewed and is available to parents and the complaints procedure has been reviewed and now names Ofsted as the regulator.

What is being done well?

- The staff team are experienced and continue to build up their knowledge and skills through ongoing training. For example, three staff are due to start NVQ3 next term. An annual staff appraisal system has recently been introduced along with a quality assurance system. All of this contributes to supporting the provision to continue to maintain high standards. (Standard 2)
- Children take part in a wide variety of interesting activities which are well planned. Staff also keep records of unplanned learning incidents which happen as a result of a child, for example, making a comment or seeing something through the window. Staff use these situations to initiate activities to the benefit of all the children. (Standard 3)
- Staff give safety, hygiene and behaviour a high priority. They remind children regularly about the rules in a fun way and as a result children take care of themselves and behave well. (Standards 6, 7 and 11)
- All the staff have current First Aid certificates so there can never be a time when a first aider is not present. (Standard 7)
- The inclusion of several children with special needs in the group ensures that all children learn to value differences and respect each other. (Standards 9 and 10)
- Topic sheets have been introduced so that parents know more about the educational provision and can become involved with the children's learning at home. One is issued each time the topic changes. (Standard 12)

An aspect of outstanding practice:

The group provides particularly well for children with special needs. At the moment it supports seven children with speech and language difficulties and one child who has

multiple disabilities. The manager is heavily involved in work with parents and other agencies and has developed individual education plans for children. Professionals from other agencies have made very positive comments about the work the group has done in this area. All staff are committed towards the inclusion of children with special needs. Their attitude is greatly appreciated by parents who have nothing but praise for the efforts staff make to help their children achieve. The local authority provide an additional member of staff who works 1:1 with a child. She has quickly become one of the staff team and has had an impact on all the children in the group.

What needs to be improved?

- the way in which children access drinks, to ensure they are encouraged to drink more. (Standard 8)
- the organisation of snack time so that children can increase their skills by having more regular opportunities to serve themselves. (Standard 9)

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
8	Consider the way children access drinks to ensure that they have more than minimal fluid intake.
8	Consider the organisation of snack time so that all children regularly have opportunities to serve themselves.

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

How effective is the nursery education?

Cherry Tots Playgroup provides a stimulating, caring and fun environment where children make very good progress towards the early learning goals. They make particularly good progress in the areas of personal, social and emotional development, language and literacy, mathematics, and knowledge and understanding of the world.

The quality of teaching is very good. Staff are very good role models for children. They have adopted a fun approach towards delivering the curriculum and as a result children behave well and see learning as an enjoyable experience. Staff are enthusiastic and work hard to introduce variety to activities, often following up children's initiatives. Planning and assessment systems are well developed.

The leadership and management is very good. The manager provides a good role model for both children and staff. She is committed to maintaining high standards and motivates staff well. The group has recently introduced a quality assurance system which helps them to better monitor and evaluate all areas of the provision.

The partnership with parents is very good. Parents are made welcome in the group and receive good quality written information. Displays on noticeboards help reinforce what and how children learn on a daily basis. The staff work closely with all parents, and especially with those whose children have special needs, to make sure that each child achieves well.

What is being done well?

- Children's development in personal, social and emotional learning is particularly good. This area of learning is underpinned well throughout all curriculum areas. Children are confident, independent and well-behaved.
- Staff listen to children patiently and give them time to develop their thoughts so they can express themselves well verbally. Their sensitive prompting allows children to extend their vocabulary and understand the meaning of words.
- Children enjoy mathematical learning through practical activities and everyday routines so they develop a good grasp of mathematical thinking.
- Staff build on children's own initiatives to develop activities related to knowledge and understanding of the world and role play. This approach ensures children are quickly engaged in activities and increases the variety of activities they can enjoy.

What needs to be improved?

- the availability of large physical play and free creative play at all sessions.

What has improved since the last inspection?

The playgroup has made very good progress since the last inspection. The daily plan clearly indicates the focus for children's learning in each activity. It is displayed on the wall as a useful prompt. All children now have several opportunities to recognise their name through the use of name cards and are encouraged to mark their own work, leading them to eventually writing their name. A staff appraisal system has been introduced so individual staff's skills and knowledge are more easily identified and their future training needs can be planned for.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children behave very well following the good example set by staff. They clearly understand why rules exist and take responsibility for reinforcing them themselves. Children are keen to 'get on' with activities and often initiate their own activities by reacting to what they can see around them, both inside and outside. Children have a high degree of independence. They learn to take care of themselves well.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children talk confidently and develop a good vocabulary. They have conversations with adults and each other, often laughing and joking, throughout the session. Children enjoy books and become engrossed whilst listening to stories told by adults as well as choosing and 'reading' books to themselves and each other. Children are developing writing skills by regularly using pencils and writing their names by copying them from their name cards. They enjoy writing for a purpose during role play.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children develop a sound understanding of counting, calculating and mathematical concepts through free play activities and daily routines. Children acquire a good mathematical vocabulary through staff effectively reinforcing key words such as more, less, smaller, bigger, heavier, lighter.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have a good awareness of the world around them through planned themes such as transport. They understand their local world and the people in it by talking about what they do and observing what is going on around them. They have a good awareness of differing backgrounds as they participate in a range of activities linked to festivals and cultures. Children develop skills and knowledge in technology through regularly using the computer and items such as telephones and microscopes.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children have a very good understanding of the importance of hygiene routines after using the toilet. Children persevere with small equipment such as popoids and puzzle pieces until they make them fit together. They handle items such as pencils and scissors with confidence and increasing control. Children enjoy a variety of large physical play activities, however, they are not able to take part in large physical play often enough.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children enjoy using any available equipment to develop imaginative play e.g. using bean bags to make bonfires and magnifying glasses to be Sherlock Holmes. They enjoy singing and listening to music. They express themselves through art and craft activities using a range of materials. However, children are not able to freely express themselves through art and craft activities often enough.

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:

- Point for consideration :
- consider making large physical play and free creative play available at every session.

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.