



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 316412

DfES Number: 585453

INSPECTION DETAILS

Inspection Date 22/11/2004
Inspector Name Susan Elaine Heap

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Milnrow Pre-School Playgroup
Setting Address Charles Lane
Milnrow
Rochdale
Lancashire
OL16 3NZ

REGISTERED PROVIDER DETAILS

Name Milnrow Pre-School Playgroup 1076108

ORGANISATION DETAILS

Name Milnrow Pre-School Playgroup
Address Charles Lane
Milnrow
Rochdale
Lancs
OL16 3NZ

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

Milnrow Pre-School Playgroup operates from one large room and a conservatory in a purpose built building close to Milnrow town centre. A maximum of 32 children may attend the group at any one time. The pre-school group is open Monday to Friday between the hours of 09:15 to 11:45 and Monday to Thursday from 12:45 to 15:15. Only pre-school children attend on Friday mornings. The group operates on a term time only basis. All children have access to an outdoor play area.

There are currently 57 children aged 2 to under 5 years on roll. Of these 24 children receive funding for nursery education. The majority of children live in the local catchment area but some travel from surrounding areas. The playgroup supports children with special educational needs but there are no children currently attending who have English as an additional language.

The playgroup employs 7 staff. Six of the staff, including the setting manager hold appropriate qualifications. One staff member is working towards a qualification.

How good is the Day Care?

Milnrow Pre-School Playgroup provides good quality care for children. The setting is led by an experienced manager and a supportive management committee. There is a clear commitment to developing the provision for care and education so staff regularly attend short training course and workshops. The comprehensive operational plan ensures space is used creatively and guarantees consideration is given to the effective deployment of staff. There is an excellent range of toys, equipment and resources which are made accessible to the children within all activities. All documentation systems are in place.

There are successful procedures to ensure children's health and safety with the setting. Children are introduced to health and hygiene issues through everyday routines and meaningful discussion. Healthy eating is encouraged during snack times and children independently help themselves to drinking water from the dispenser. Individual needs are considered which ensures children with special

educational needs are well supported.

Children are welcomed, listened to and well supported by staff who know them well. Children are very confident and happy in their environment which encourages their enthusiasm and eagerness to participate in the full range of interesting and well planned activities. Behaviour is very good as a consequence of consistent management and clear direction from staff. Children have a good understanding of right and wrong and they know what is expected of them. They act with maturity and responsibility and will often remind their friends 'what not to do and why'.

There are very good relationships with parents. They are presented with daily opportunities to seek verbal feedback about their child's day and notices are well used to display events and activities. Although parents of older children receive some written information about their child's progress; parents of younger children do not.

What has improved since the last inspection?

Not applicable.

What is being done well?

- The environment is warm, well kept and made welcoming by the availability of resources, activities and the many displays of children's work. The playgroup have a safe and secure outdoor play area which is valued as an extension to the facilities indoors.
- The setting has established good safety procedures to ensure children within the environment move around safely and under close supervision. Children are made aware of potential dangers such as 'not to take toys on the climbing frame' so they have a clear understanding of what is expected of them. Trips away from site are well planned for and include a detailed risk assessment of the venue to outline potential risks and to reassure parents that safety is a priority.
- Children's awareness of culture, gender and disability are effectively promoted through well planned and purposeful activities..
- Great consideration is given to providing children with valuable opportunities to make decisions and be creative in their play. They have access to a full range of resources and equipment during creative activities which encourages them to express their own ideas and create their own imaginative models. Good consideration is given to the use of natural resources such as saw dust, bark, leaves and conkers in the 'bug bath'.
- Children have developed close relationships with staff and their peers. Children become confident speakers as they are regularly encouraged to talk about what they are doing by sharing their ideas.

What needs to be improved?

- opportunities for all parents to receive regular information about their child's progress

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.)

There have been no complaints to report

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 |
|-----|--|
| 12 | provide opportunities for parents to receive regular information on their children's progress. |

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

How effective is the nursery education?

Minrow Pre-School group offers high quality pre-school provision which enables children to make very good progress towards the early learning goals. Children's progress within all six areas of learning is very good.

Teaching within the setting is very good and planning systems are effective. Staff have a good understanding of the early learning goals which enables them to provide an appropriately balanced curriculum which invests in children's natural curiosity and willingness to explore. Staff successfully extend children's learning through purposeful questioning to challenge their thinking. Activities are designed to encourage children to make decisions about what they will do which encourages them to become independent learners. The provision for children with special educational needs is good.

Partnership with parents is very good. Staff are found to be supportive and approachable by current parents who value opportunities to be involved with their child's learning. They complete an 'all about me ' booklet which helps staff begin assessments. Home links are promoted by asking parents and children to bring things from home to support their activities.

Leadership and management is very good. Staff are effective as a team as a consequence of good support and clear direction from a strong manager. Staff are effectively deployed which ensures children are well supported. Staff meet regularly to plan, review changes and discuss developments within the setting. Staff regularly attend curriculum workshops which ensures steady development within the educational provision. Although staff use assessments to identify progress and determine the next steps, the links to the stepping stones and differentiation within activities for older and more able children are not always evident or consistently applied.

What is being done well?

- Children often use their 'language for thinking' in response to the challenging questions posed by staff. They reply with confidence giving a detailed description of what they have done or intend to do; " That's my big lion, my shiny snake and soft bunny".
- Children display a strong exploratory impulse and this is well supported by many opportunities to experiment. They have observed snow melting and they have searched for insects outdoors and in their 'bug bath'. They are inquisitive about the tools they use and will often ask questions about how they work. .
- Children engage in singing sessions with great enthusiasm. They have routine music and movement sessions where they sing and move their

bodies to music. They explore sound by tapping various objects to compare the sounds they make and they listen to a wide variety of music from a classical and ethnic origin.

- Children regularly explore using their senses. They talk about texture and smells when using various materials and they relate their experience of these textures to create images of animals within their art work.
- Positive relationships exist between staff and children so children feel happy, secure and they settle quickly. Behaviour within the setting is extremely good. Children are consistently managed and well supported. They receive lots of praise and encouragement which promotes their self esteem and sense of value.

What needs to be improved?

- assessment records and current planning systems to ensure consist links with the stepping stones and details about how the learning for older and more able children will be extended.

What has improved since the last inspection?

At the last inspection the setting was required to develop planning systems to provide more detail about what children are intended to learn from some of the planned and learning experiences. They have made generally good progress with regard to this area of development. Planning systems are difficult to follow but they are effective. They do provide information about what children are intended to learn linked to some of the stepping stones. However, this practice is not consistent.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children display a positive disposition to learn through their eagerness to participate in all activities. They show great interest and curiosity in all tasks and they respond with confidence to the questions posed by staff. Children have many opportunities to initiate and extend their own play and ideas by independently making choices about the activities they engage in and the resources they wish to use. They are well behaved and show a willingness to wait patiently and take turns.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident and articulate speakers who use a wide vocabulary to ask questions and describe what they are doing. They listen and concentrate well during interactive stories where they use props and predict what might happen next. Children have many good opportunities to mark make with a purpose within the well equipped writing and role play areas. Some 3 year olds write and recognise familiar letters in their name. Their ability to link sounds and letters is well promoted by staff.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Counting and number recognition is well promoted, children count to 10 and above. Children regularly use mathematical language during their play, describing the biggest, smallest and full and empty. The programme to support children's knowledge of shape, colour and size is good. They engage in purposeful activities to find and compare shapes in their environment and to sort and match objects by colour. However opportunities to problem solve and explore 'more and less than' are less frequent.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children build and construct with a purpose in mind using a wide range of resources to represent their ideas. Although children follow a theme their models and pictures are unique to them. Children develop a sound knowledge of the natural world through meaningful activities. They explore their local environment for wild life using magnifying glasses to look at insects more closely and they have learnt about hibernation during planned theme work.

PHYSICAL DEVELOPMENT

| | |
|------------|-----------|
| Judgement: | Very Good |
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Children have good opportunities to practice and develop new physical skills. They use apparatus such as a climbing frame and slide with growing confidence and ability. Outdoor play is always available so children can ride bikes and scooters and practice throwing and catching. Children jump on and off the roundabout with agility and skill, they control it using their feet to push and to make it stop. They use tools such as scissors and staplers and they pour their own drink from the dispenser.

CREATIVE DEVELOPMENT

| | |
|------------|-----------|
| Judgement: | Very Good |
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Children use a variety of media to express themselves and to explore texture. They paint, make collages and models using a variety of objects and materials to create interesting and exciting pictures. Children's imagination is well nurtured. They become very involved in their role play, creating their own story lines and acting out familiar experiences. They act out roles such as patient and doctor using paper on a clip board to record names and details of the illness.

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:

- Continue to develop assessment and planning systems to ensure consistent links with the stepping stones across all six areas of learning including the differentiation within activities for older and more able children. (Area for consideration)

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.