



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 253559

DfES Number: 597003

INSPECTION DETAILS

Inspection Date 16/03/2004
Inspector Name Jill Scargall

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Malvern Playgroup
Setting Address William Farr School
Lincoln Road, Welton
Lincoln
Lincolnshire
LN2 3JB

REGISTERED PROVIDER DETAILS

Name The Committee of Malvern Playgroup Committee 1063827

ORGANISATION DETAILS

Name Malvern Playgroup Committee
Address William Farr School
Welton
Lincoln
Lincs

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 Malvern Playgroup opened in 1997. It now operates from a portable building on the site of William Farr school. The building consists of an entrance porch, one large room with a wet area and a kitchen area and an office, a toy store and three toilets and washing facilities. There is a fully enclosed outside area adapted for children's play with rubber matting and a grassed play area with storage shed and two summer houses.

The group serves the local community and adjacent villages. The group are registered for twenty children and there are currently 29 children on roll from two to under five years of age. This includes thirteen funded three-year-olds and nine funded four-year-olds. Children attend for a variety of sessions and the group can accommodate children who have special educational needs. There are not any children who have English as an additional language.

The group opens five days a week, Monday to Friday from 09:15 to 11:45 and Tuesday, Wednesday and Thursday afternoons from 13:00 to 15:15. There are eight part-time staff working with the children, four have childcare qualifications and two are working towards a qualification. The setting receives support from the local primary school and the Pre-school Learning Alliance.

How good is the Day Care?

Malvern Playgroup provides satisfactory care for children. The group meet in their own attractive building with a safe enclosed outside area for children. Staff welcome children into the group and they have a routine to their day which gives the children a sense of security. The group have a wide range of age/stage appropriate toys and books indoors and a selection of outdoor toys and equipment.

Half of the staff have an appropriate childcare qualification and the remaining staff are encouraged to access training courses. There is an induction procedure for new staff and they are given a period of time to become familiar with the group's routines. Children's records and registers are accurately kept but all policies need reviewing

and up-dating.

Children's safety is of paramount concern to staff and children are supervised at all times. There are regular hygiene routines in place. Snack time for children is an enjoyable social occasion where children are given an opportunity to talk to staff, to recognise their names, count, and to talk to one another and discuss the day's activities. Children are well-mannered and are encouraged to be polite and respectful to their peers and to other adults and sensitive methods are used to encourage children's appropriate behaviour. Several staff have received training on Child Protection issues and are aware of the necessary procedures.

Children are provided with a well-balanced programme of activities. Staff are fully involved with working with children and they use skilful questioning techniques to extend children's knowledge. Activities promote the inclusion of all children but the group do need to develop their policy for recognising and recording activities for children with a special need.

The group works well in partnership with parents and carers providing a brochure, newsletters and giving parents regular information about children's topics. Parents are welcome to attend the group at any time.

What has improved since the last inspection?

Not applicable

What is being done well?

- Planned activities provide a good level of stimulation for the children and they work hard to develop children's social and emotional skills
- Staff have positive relationships with children and their parents
- Parents and staff work co-operatively to promote the welfare of the children.
- Children have a positive attitude to play and learning and are well behaved and well-mannered.

What needs to be improved?

- Review and up-date of all policies with particular attention to a policy for 'Lost/uncollected children', an 'Outings' policy and clarify 'Behaviour' and 'Health' policies.
- Identification, monitoring and assessment of children with a special educational need
- Staff records to include details of all qualifications.

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 must take the following actions by the date shown**

Std	Action	Date
2	Ensure there is a procedure for lost or uncollected children	10/05/2004
6	Ensure that an outings policy is in place.	10/05/2004

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
1	Review staff files to include details of all staff courses and qualifications.
6	Make sure that risk assessments are carried out and recorded.
7	Review policy on administering medication
10	Review procedures for identification and assessment of children with a special educational need.
14	Review and update all policies.

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

How effective is the nursery education?

Malvern Playgroup provides a happy and welcoming environment where children make generally good progress towards the early learning goals. Progress in personal, social and emotional development is very good. This is as a result of staff using skilful methods to engage children's interests and to foster their independence and self-esteem.

The quality of teaching is generally good. Staff have a developing knowledge of the Foundation Stage curriculum and they provide a stimulating range of planned activities for children. Staff interact with children throughout the sessions and use effective techniques to question and talk to children and to build on their previous learning experiences. Staff have high expectations of children's behaviour. Staff have introduced assessment of children's learning and are using observation of children's progress but this is insufficiently linked to the early learning goals and staff do not account for the needs of more and less able children.

The leadership and management of the group is generally good. The manager has a strong commitment to improving practices and staff are encouraged to access further training. Staff have a great commitment to the group and work well as a team. Staff do not monitor and evaluate the planning and assessment sufficiently to promote and enhance children's further learning opportunities.

The partnership with parents and carers is generally good. Parents are provided with brochures and regular newsletters and they have access to information about their children's activities. Staff share information with parents about their children's progress at doorstep meetings however parents do not receive information on a regular formal basis.

What is being done well?

- Children's personal, social and emotional development is a strength of the playgroup. Children are articulate, they have a wide vocabulary and are eager to communicate with their peers and with adults.
- Children have many opportunities to recognise letters and simple words during their daily routines. They are articulate and are developing comprehensive vocabularies and they are comfortable talking to adults and their peers.
- Children have frequent opportunities to count in everyday situations and they are beginning to count as part of their daily routine.
- Children have access to good opportunities to discover and explore the environment in which they live. They are familiar with events in their own lives and the lives of those around them.

- Staff understand the importance of partnership with parents, parents are encouraged to be involved in their children's education and this has a positive impact on children's development.

What needs to be improved?

- the planning and provision of differentiated activities for more and less able children.
- the refinement of planning to include learning intentions, resources, evaluation of activities and resources.
- the assessment of children to include monitoring and evaluation of planned activities and show how children's assessments are linked to the stepping stones.

What has improved since the last inspection?

At the last inspection the group were asked to develop ways to organize their teaching more effectively to stimulate and extend learning and to consider ways of grouping children for some activities, for example to promote and develop large movement skills in physical development, and to ensure that staff are clear about the learning aims for activities. This has been partially addressed by the group. They have tried a key worker system which did not work for them as neither staff nor children attend every session. Staff are aware of learning aims of activities on a verbal day to day basis.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested, excited and motivated to learn. They are confident and not afraid to challenge staff and state their own views and they are happy to initiate play activities and tell staff what they are doing and they relate well to their peers. They happily discuss everyday community events in their lives and they are well-behaved and show respect to adults. Children have good self-care skills and they are working towards personal independence by coping with own hygiene routines.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident speakers and willing to take turns, to listen and to join in conversations often questioning and using gestures. Children join in favourite nursery rhymes and respond to simple instructions. They listen to stories and can recall the story and will tell their own stories using quite a wide vocabulary. Children have many opportunities to recognise letters and simple words and to "write" but they do not have a planned consistent approach to developing emergent writing.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children have many informal opportunities to extend their understanding of number through practical activities, children can count forwards and backwards and use mathematical language when discussing number and there are many opportunities to do this for example at snack time and story time. However children do not have many opportunities to use equipment to solve number problems. Children can match shapes and use positional language to compare shape, position and size.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have many opportunities to investigate everyday objects and living things and they have an understanding of the local environment. Staff encourage them to experiment, for example with ice, comparing frozen and melted water. Children are aware of everyday events in their own lives and celebrate festivals in a variety of cultures. Children regularly use their designing and making skills during play. However, children lack opportunities to use ICT to support their learning.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move confidently and safely around the room and the outside area, they can use space effectively and stop and start as required. They are aware of changes to their bodies if they are hot or cold. Children are developing control and co-ordination and have regular opportunities for using a wide range of small equipment and tools to develop small muscle skills. However children are not sufficiently challenged by regular opportunities to participate in climbing and balancing activities.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children have many opportunities to differentiate colours and to practise mixing colours of paint and to examine and enjoy the effects they can make. Children know a variety of favourite songs and enjoy singing them as a group and have made their own compact disc. Children have many opportunities for imaginative play and they make up songs and stories spontaneously and relate them to staff and to their peers but they have limited opportunities to be involved in movement to music and dancing.

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

- Extend the assessment of children so that it can be more effectively monitored and evaluated to inform planning.
- Further refine planning to show learning objectives, resources, and evaluation of activities.
- Differentiate activities for more and less able children making sure to provide more challenge for more able and older children.

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.