



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 507945

DfES Number: 582344

INSPECTION DETAILS

Inspection Date	28/06/2004
Inspector Name	Louise, Caroline Bonney

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Treasure Island Playgroup
Setting Address	Popley Fields Centre, Carpenters Down Basingstoke Hampshire RG24 9AE

REGISTERED PROVIDER DETAILS

Name	The Committee of Treasure Island Playgroup Management Committee
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ORGANISATION DETAILS

Name	Treasure Island Playgroup Management Committee
Address	Popley Fields Centre, Carpenters Down Basingstoke Hampshire RG24 9AE

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

Treasure Island Playgroup opened in 2000, and offers sessional care for children aged from 2 years 9 months to under 5 years. It is registered charity number 282848, and is managed by a parent committee. The playgroup operates from two rooms in the community centre, and has a fully fenced garden. The centre is situated on the outskirts of Basingstoke in Popley, and serves the local area.

There are currently 46 children on roll. This includes 24 funded 3-year-olds and 18 funded 4-year-olds. Children attend for a variety of sessions. The group supports 3 children with special needs, and can also support those who speak English as an additional language.

The group open 5 days a week during school term times. Sessions are from 09:15 until 11:45 Monday to Friday, 12:30 until 15:00 on Monday and Thursday, and from 12:00 until 15:00 on Wednesday when children bring their own packed lunches.

There are three full-time and two part-time staff working with the children. Of these, three have early years qualifications at the equivalent of level three, and one is currently on a level two training programme. The setting receives support from a teacher mentor and Area Special Educational Needs Co-ordinator from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Treasure Island Playgroup provides satisfactory care for children. The operational plan works well in practice, and staff attend regular training to up-date their skills. The excellent premises are warm and clean, and provide a safe and well-maintained environment where the children play comfortably and safely. The equipment supports children's learning well, although there is no climbing or sliding apparatus. Documentation is in place to ensure the safe running of the group, but the group does not have a procedure to notify Ofsted of Committee changes, or a working knowledge of the National Standards.

Staff promote the children's safety well, and children learn about good hygiene through the routines in place. Staff have a good awareness of child protection issues, but procedures require more rigorous application.

Staff plan a varied range of activities which the children enjoy, and which help them progress satisfactorily towards the early learning goals. Staff support their activities well in most areas, although they do not sufficiently stimulate or support craft and role-play. Children develop good independence, and have excellent relationships with the staff and other children. They play well together, and are well settled and secure. Staff manage behaviour sensitively, offering encouragement and support, but need to review strategies for some large group activities.

Parents find staff are approachable and friendly, and are confident that they provide good care for their children, who enjoy attending the group. The prospectus contains some information about the setting, but there is no system for sharing policies, procedures, or records of children's progress with parents. The new committee is in the process of developing an awareness of its role and responsibilities.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Staff have clearly delegated roles, and they attend additional training to support these roles to ensure they provide good support for the children.
- Staff make good use of the excellent accommodation. Children have free access to the garden from the playroom which helps promote their physical skills, and a covered area provides for all-weather use. Indoors the underfloor heating ensures children are comfortable when playing with floor activities, such as construction, while the second room has a washable floor, making it ideal for messy activities.
- Children develop good independence. They dress and undress when dressing-up, and put on their own aprons. They look after their personal care well, pouring their own drinks when outside, accessing the toilets and washing their hands independently.
- Staff are vigilant in promoting the children's safety. There are clear procedures for the collection of children which ensure their safety, and which are understood by parents.
- Staff provide very good support for children with special needs. They work closely with outside agencies and parents to ensure provision is appropriate for the children's needs.

What needs to be improved?

- procedure for informing Ofsted of changes to the Committee
- procedure to help new committee members gain an understanding of their responsibilities under the National Standards and Guidance
- provision of support and/or resources to increase stimulation of ideas and challenge during activities such as role-play and craft, and opportunities to climb and slide
- strategies for behaviour management at some large group activities
- implementation of the procedure for child protection, in compliance with the guidance 'What To Do If You're Worried A Child Is Being Abused - Summary'
- provision of information to parents about the setting, its policies and procedures, and the activities provided for the children
- sharing of records with parents to keep them well informed of their child's development

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
1	Ensure all Committee members complete and return to Ofsted DC2 and CRB forms, and have a working knowledge of the National Standards and Guidance.	30/07/2004

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

Std	Recommendation
3	Provide opportunities to use large equipment for climbing, swinging and sliding, and additional support and resources to increase stimulation of ideas and challenge during activities such as role-play and craft.
11	Review grouping of children at large group activities to better achieve

	positive behavioural outcomes.
13	Ensure that the child protection procedure for the playgroup complies with procedures set out in 'What To Do If You're Worried A Child Is Being Abused - Summary'
14	Develop and share documentation and records with parents, to inform them about the setting, its policies and procedures, the activities provided for the children, and their children's development.

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

How effective is the nursery education?

Treasure Island Playgroup provides good-quality education overall which enables children to make generally good progress towards the early learning goals.

The quality of teaching is generally good. Staff sufficiently understand the Foundation Stage and how the range of resources can be used to deliver it. They provide activities which promote children's learning towards the early learning goals satisfactorily, but there are some areas where additional resourcing or support are needed. All staff contribute to planning, and daily plans show learning objectives, but these can lack clarity and do not show extension activities for more able children. Keyworkers observe the children, record their achievements against the stepping stones, and use these to inform future planning. They give good support to children with special educational needs.

Leadership and management is generally good. The new committee are working closely with supporting agencies to develop their roles and understanding. The supervisor and staff form a collaborative team who work well together. They have clearly identified roles, and are committed to attending additional training to up-date and improve skills. They all keywork the children, with experienced staff supporting newer members, and a new children's achievement record has been successfully adopted. Staff attend cluster group meetings and regular staff meetings, when they evaluate activities and practice.

Partnership with parents has significant weaknesses. Parents have good relationships with staff, and find them approachable and helpful. They are able to exchange information informally at handover, although collection procedures limit this. Parents can attend sessions to help, and share the worksheets and reading books taken home. They receive no information about the curriculum or the Foundation Stage, and do not share the children's achievement records.

What is being done well?

- Staff present well-planned and well-paced music sessions. Children participate enthusiastically, playing the excellent range of instruments available. They listen carefully, watch for the sign before they start and stop playing, are beginning to play a rhythm, and sing enthusiastically.
- Children have excellent use of the outdoor area, and can freely access it from the playroom. It provides for all weather play with a covered area and a paved circular path for children to ride round.
- Staff develop very good relationships with the children, and support their developing social skills well.
- Staff support children with special educational needs well. The group special needs co-ordinator liaises closely with the children's keyworkers, parents and

external agencies. Together they draw up individual play plans and share them with parents.

What needs to be improved?

- short term activity plans, to show clear learning objectives and possible extension of activities
- system for sharing children's progress and records with parents
- planning and resourcing of activities to further stimulate and encourage children to develop their own ideas and skills. This particularly relates to craft, role-play, writing for a purpose, and construction activities, and the use of large equipment for physical activities.

What has improved since the last inspection?

Generally good progress has been made in tackling the key issues identified in the previous inspection report. The staff have improved teaching letter formation and introduced more natural resources, but have not progressed the correct naming of shapes.

Staff now help children form letters correctly through the use of clearly written name cards, which they use as a model when writing. They trace over them and an electronic alphabet with their fingers, and staff model writing as children label their work, encouraging use of upper and lower case letters appropriately.

Children have more opportunities to use natural resources for mathematics and knowledge and understanding of the world. They use feathers, cones, leaves, shells and pebbles for weighing, comparing, counting and sorting, and examine them with magnifying glasses.

Children correctly identify flat shapes, but staff do not encourage them to name solid shapes correctly, such as spheres or cubes.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are keen to participate in all activities, and are encouraged to persist at their tasks. They separate confidently from parents, and have good relationships with their peers and staff. Children behave well, but can be distracted at group times. They share and take turns well, and enjoy carrying out allocated tasks, such as collecting cups. They show good independence as they dress up, pour their drinks, and look after their personal care.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children are confident communicators, and express their needs clearly. They use intonation and gestures to express their feelings effectively, and talk to each other about their role-play. They are beginning to link sounds with letters, and enjoy chanting rhymes. They find their name cards, and some can write them recognisably, although there are insufficient opportunities to write for a variety of purposes. They enjoy books on their own and at story time, and understand their structure.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children learn about mathematics through various practical activities. They count confidently up to 10, match numerals with pebbles, and show awareness of larger numbers. They do simple calculation using coloured bricks and stones, recognising when the amounts are the same, or how many more are needed. They recognise shapes well, but are not aware of their three dimensional names, such as cubes. They copy patterns with bricks and learn about weight and volume using sand and stones.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children experiment with magnets and magnifying glasses, and show curiosity as they examine their eyes in a mirror book or as they find a paper that stretches. They construct with sand, dough and kits, but do not use a wide enough range of materials, tools and techniques. They use electronic toys that repeat letters and sounds, and record themselves on tape recorders. They learn about their culture through a good range of activities, and visit school for their Christmas concert.

PHYSICAL DEVELOPMENT	
Judgement:	Generally Good
Children develop their skills well as they balance on pot stilts and scooters, hit balls with bats, and pedal tricycles around the paved circuit. There are no opportunities to climb, swing or slide. They collaborate as they push each other along in cars, or play with the rope. They show awareness of their bodies needs, and rest when hot or take a drink. Children develop dexterity as they pour water into cups, push playdough into narrow tubes, draw pictures and make models.	

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children learn about colours as they experiment mixing together paint and applying in various ways. They make imaginative models with construction kits and playdough. They dress up, role-play, and do craft activities, but these are not sufficiently supported to stimulate and develop their ideas. They enjoy well-planned music sessions, as they play instruments, march and sing rhymes. They use props symbolically, such as construction pieces as pizza, wood shavings as bread.	

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

- develop short term activity plans to show clear learning objectives and possible extension of activities
- develop a system for sharing children's progress and records with parents
- develop planning and resourcing of activities to further stimulate and encourage children to develop their own ideas and skills. This particularly relates to craft, role-play, writing for a purpose, and construction activities, and the use of large equipment for physical activities.

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.