



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 309280

DfES Number: 524102

INSPECTION DETAILS

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| Inspection Date | 07/07/2003 |
| Inspector Name | Christine Fraser Turner |

SETTING DETAILS

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| Day Care Type | Sessional Day Care |
| Setting Name | Crag Bank Under Fives |
| Setting Address | Crag Bank Village Hall Jesson Way Crag Bank Carnforth LA5 9EG |

REGISTERED PROVIDER DETAILS

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| Name | The Committee of Crag Bank Under Fives |
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ORGANISATION DETAILS

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| Name | Crag Bank Under Fives |
| Address | Crag Bank Village Hall Jesson Way Crag Bank Carnforth LA5 9EG |

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

Crag Bank Under Fives Playgroup and Pre School is situated near to the centre of Carnforth in the north of Lancashire. It serves the local communities of Crag Bank and Carnforth in providing sessional care and education for children aged from 2 to under 5 years.

The facility has been registered for 12 years and offers 7 sessions per week. Morning sessions start 9:20-11:50 and afternoon sessions start 12:20-14:50. There is no session held on Thursday afternoons.

Children aged two and a half years to under five years attend the playgroup and children from three years to under five years attend the pre school sessions.

Facilities are within the village hall which comprise of one very large room for playgroup sessions and a smaller room for the pre-school sessions.

Registration is for a maximum of 26 children in playgroup and for a maximum of 21 children in the pre-school sessions due to the space available.

A secure enclosed outdoor area is available with safe flooring and a grassed area which is sited at the back of the hall .

There are four staff who hold suitable early years qualifications.

There are currently 34 children aged 3 years and 17 children aged 4 years eligible for education funding. There are three children attending for whom English is an additional language and two children with special needs. The group receive regular support from a teacher from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Crag Bank Under Fives provides satisfactory sessional care for children.

Staff provide a secure environment for children indoors and in the newly created outdoor play area which is used on a daily basis, weather permitting. Children have access to good quality toys which promote equality of opportunity and staff provide interesting activities. Staff follow a daily routine where children are able to choose freely from the activities provided. Information from parents does not enable the staff to meet all children's needs effectively for dietary needs and language. Not all records contain the required information on parents and some policies contain out of date information.

Staff promote good hygiene routines but the hand washing routine for playgroup children should be reviewed. Staff act in children's best interest if a child becomes ill whilst attending the group and have a clear policy in place to prevent the spread of infection. All staff have a clear understanding of the child protection policy. However the policy needs to be reviewed to include all of the required information.

Children behave well and staff use recent training on managing behaviour which has resulted a star chart for good behaviour.

Parents are encouraged to share information with staff prior to their child starting playgroup. Staff share information verbally with parents and ensure parents know how to access their child's development record. The completion of the operational plan will enable parents to understand how the group operates.

What has improved since the last inspection?

Action has been taken on all issues from the previous inspection.

Staff have written consent to seek emergency medical treatment and take children on outings.

A copy of the Area Child Protection Committee procedures have been obtained and readily available. A copy of a current Public Liability insurance is on display on the parent's notice board.

What is being done well?

- An effective key worker system is in place. Parents are informed who is their child's key worker and are able to contribute information about their child.
- Good use of volunteers enables staff to have more direct contact time with children.
- Staff have good awareness of health and safety issues and risk assessments are in place.
- Parents receive regular information both verbally and via newsletters.

What needs to be improved?

- the provision of an operational plan;

- written procedures for uncollected children;
- parents details;
- information on children;
- the written complaints procedure;
- information in the child protection statement.

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 |
|-----|---|------------|
| 14 | Provide the name, address and telephone number of a parent or carer. | 01/09/2003 |
| 14 | Write a statement of procedure to be followed if a parent fails to collect a child. | 01/09/2003 |

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

| Std | Recommendation |
|-----|--|
| 3 | ensure sufficient information is obtained for all children to facilitate a good understanding of their individual needs and home circumstances |
| 8 | record information about children's special dietary requirements and share with staff |
| 14 | provide an operational plan which is available to parents |
| 14 | obtain written permission from all parents before administering medication to children |
| 14 | update current complaints procedure to include the address and telephone number of the regulator |
| 14 | review the child protection statement to include the procedures to be followed in the event of an allegation being made against a member of |

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| | staff or volunteer |
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INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Children are making generally good progress towards the early learning goals in all areas.

Teaching is generally good and staff record children's progress. Staff work with children in small groups and become involved in activities. Long term plans and medium term plans are in place but the weekly plans lack detail in terms of intended learning outcomes and how activities will be extended for four-year old children. No evaluation of activities is in place at the moment and this would enable staff to review whether the planning has met the learning intentions. Staff plan well for children with special needs but need to improve support for children with English as an additional language. Staff use conversation and carefully framed questions to extend children's discussions and introduce new vocabulary.

Leadership and management of the setting is generally good. Staff are committed to ongoing training and use training to improve practice. Planning meetings with staff are held regularly but recording is limited. Monthly meetings are held with the committee and information is exchanged. Committee members are actively involved as volunteers in the playgroup and have close links with the manager.

Parents are encouraged to be involved with their child's learning. Staff have invited parents to workshops on literacy and numeracy. Partnership with parents is generally good. A prospectus is given to parents with detailed information about the group. Parents receive regular information on their child through verbal feedback and are able to access their child's records at any time. Regular news letters inform parents of current events.

What is being done well?

- Children behave well and show consideration for each other.
- Staff and children have good relationships with each other.
- Parents are encouraged to be involved with their child's learning.
- Staff are committed to ongoing development through regular training.

What needs to be improved?

- planning for children with English as an additional language;
- planning to show differentiation for three-year old and four-year old children;
- evaluation of plans/activities

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| What has improved since the last inspection? |
| <p>There has been limited progress on the key issues from the last inspection. A change in the staff group has meant that the action plan has not been fully implemented.</p> <p>There were two key issues for action from the previous inspection.</p> <p>Staff roles were to be analysed in terms of deployment and how they maximised the potential of every learning opportunity.</p> <p>Staff have a job description but there is no reference to learning opportunities.</p> <p>Develop assessments to include the monitoring of skills acquired and understanding gained. The assessment process should include contributions from parents.</p> <p>Assessment are in place but do not include planning for the next steps. Parents now share their child's achievements with staff prior to their child starting the group. Parents are able to contribute to their child's on-going development record.</p> |

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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|------------|----------------|
| Judgement: | Generally Good |
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Children are making generally good progress in personal and emotional development. They show consideration towards each other and are willing to share. Children are confident to choose their own activities from a selection provided by staff. Staff encourage independence and children are able to pour their own drinks at snack time. Children respond to staff positively and staff promote good behaviour. Children behave well and staff are good role models.

COMMUNICATION, LANGUAGE AND LITERACY

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|------------|----------------|
| Judgement: | Generally Good |
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Children are making generally good progress in communication, language and literacy. They have regular opportunities to enjoy books and they listen actively to stories. Children are confident to link sounds to letters. Staff encourage children to take part in discussion and they are confident to speak within the group and listen to each other. Many children are able to write their own name but there are missed opportunities for children to write in role play.

MATHEMATICAL DEVELOPMENT

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|------------|----------------|
| Judgement: | Generally Good |
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Children are making generally good progress in mathematical development. Children count confidently and show understanding of subtraction. They learn about numbers through number songs and practical activities. Staff use normal routine to extend children's concept for positional language.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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|------------|----------------|
| Judgement: | Generally Good |
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Children are making generally good progress in knowledge and understanding of the world. Children use the computer regularly and staff support their learning. Children share experiences in their own lives with each other e.g. holidays. They have links with the community and recently had a visit from the community police officer. Children are beginning to learn about other peoples cultures. Children have limited opportunities to build selecting resources e.g. scissors ,glue, materials.

PHYSICAL DEVELOPMENT

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| Judgement: | Generally Good |
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Children are making generally good progress in physical development. They move confidently and with control when climbing and balancing. Children handle tools with increasing control. They have daily opportunities to develop fine motor skills by spreading glue, painting, using sand etc. Children manage their own personal needs and recognise when they are thirsty.

| CREATIVE DEVELOPMENT | |
|---|----------------|
| Judgement: | Generally Good |
| Children are making generally good progress in creative development. They enjoy music and are confident to sing familiar songs. Their enjoyment of dance is promoted by regular visits by a dance teacher. Children take part in role play on a daily basis and staff provide some good equipment but there are missed opportunities to extend children's learning e.g. telephones and writing materials etc. | |
| 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

- review short term plans to take account of the learning needs of all children;
- evaluate plans and activities to ensure the planned learning outcomes are achieved.

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.