



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 254063

DfES Number: 500351

INSPECTION DETAILS

Inspection Date 20/01/2004
Inspector Name Margaret Elizabeth Roberts

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Feltwell Playgroup
Setting Address Women's Institute Hall
The Beck
Feltwell
Norfolk
IP26 4DB

REGISTERED PROVIDER DETAILS

Name The Committee of Feltwell Playgroup 1028560

ORGANISATION DETAILS

Name Feltwell Playgroup
Address Women's Institute Hall
The Beck
Feltwell
Norfolk
IP26 4DB

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

Feltwell Playgroup opened in the 1980's. It operates from one room in the Women's Institute Hall in the village of Feltwell. Feltwell Playgroup serves the local area and outlying district.

There are currently 42 children from 2 to under 5 years on roll. This includes 18 funded 3 year olds and 4 funded 4 year olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs.

The group opens 4 days a week during school term times. Sessions are from 09:00 until 11:30 Monday, Tuesday and Wednesday and from 09:00 until 15:00 on a Friday.

Six part-time and one full-time staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. Two staff are currently working towards a recognised early years qualification. The setting receives support from a teacher/mentor from the Early Years Development and Child Care partnership (EYDCP)

How good is the Day Care?

Feltwell Playgroup provides a satisfactory standard of care for children. There are clear vetting procedures in place to ensure that persons working with children are suitable to do so. Space is used to advantage during the first half of the morning to allow children to choose freely from activities. However during large group activities the grouping of children and the lack of alternative activities are not always appropriate, children do not always wish to join in and therefore their needs are not fully met. Well organised record keeping is in place.

Staff are aware of hazards and daily risk assessments ensure that risks to children are minimal. Staff are vigilant when working with children with special needs to ensure their safety within the group. The provision has policies and procedures in place that staff put into practice to promote children's health. Children enjoy snack

time, which is a social occasion where they have choices of food and drink that are nutritious and healthy. The children's welfare and safety is supported by the provision's policies and procedures that are followed if abuse or neglect is suspected.

Staff are kind and considerate towards children, talking and listening to them and asking questions to extend their play and learning. Resources are limited in some areas particularly for children to experiment with natural materials, to arouse their natural curiosity. Children have access to appropriate toys and learning resources for the first half of the session but there are insufficient choices of activities at the latter end of the session to meet the needs of all children. Children are well behaved and staff are consistent in their approach to children, using positive techniques when dealing with behaviour management.

Partnership with parents is good. Staff are approachable and work with the parents to support the children by welcoming them into the setting and sharing information.

What has improved since the last inspection?

At the last inspection the group were asked to improve hand washing procedures. Children now access the bathroom to wash their hands after messy play and before snack time.

What is being done well?

- The staff's kind and consistent attitude towards children and their behaviour management techniques.
- Space that is used to advantage, allowing accessibility to equipment, during the first half of the session.
- The well organised record keeping and procedures for the safety of children.

What needs to be improved?

- the recording of attendance
- a more appropriate range of activities and the grouping of children to ensure that all of their needs are met.

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

Std	Recommendation
2	ensure that the grouping of children meets all their needs
2	ensure an accurate record of attendance is maintained at all times
3	devise a system for planning and implementing a suitable range of activities for children, which is appropriate for their stage of development and based on their individual needs

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

How effective is the nursery education?

The provision for nursery education at Feltwell playgroup is good. It enables children to make generally good progress towards the early learning goals in most areas of development, however there are weaknesses in mathematical development and knowledge and understanding of the world.

The quality of teaching is generally good. Staff have satisfactory knowledge of the early learning goals and planning is shared by all staff to provide a balanced curriculum and clear learning intentions to include a range of activities in most areas to help children progress towards these goals. Staff support children in their play and learning and are interested in what children are doing. They provide many opportunities for children to develop their creative and imaginative skills, however there are limited resources for children to learn number and calculation, to investigate and explore and have access to IT equipment. Opportunities are missed to extend children's awareness of other cultures and a sense of time and place. Staff are good role models and children respond positively to them. Care for children with special needs is exceptional and staff ensure that all children are able to take part in all activities and become independent.

The leadership and management of the group is generally good. The staff and committee work together and have a commitment to improve the care and education of children. The staff work well together as a team and ensure that relief staff are sure of their roles and responsibilities. Staff are beginning to use a new monitoring process of children's progress, which shows clearly the next steps in children's learning.

The partnership with parents is generally good; they are well informed about the group's activities and routines and are given opportunities to take part in their children's learning.

What is being done well?

- Relationships between the staff and children resulting in good behaviour and the development of their increasing independence.
- Children's imaginative skills in role and small world play.
- Staff and management's commitment to improve the care and education of all children.

What needs to be improved?

- use of number in everyday situations and opportunities for children to do simple calculation to increase their mathematical development

- access to exploration and investigation activities to encourage children's thinking skills
- the use of large physical equipment indoors and access to musical instruments on a more regular basis.

What has improved since the last inspection?

Generally good progress has been made in implementing the action plan drawn up to address the key issues identified at the last inspection. Consideration has been given to the record keeping system to ensure that all the six areas of learning and the outcomes are included.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are confident, show increasing independence and sustain interest for a period of time at a chosen activity. They are well behaved and obey simple instructions, on occasions some of the 3 year olds find it hard to share, but will negotiate with the help and support of staff. Children are able to take turns and play well alongside one another; they show disappointment when unable to follow the normal routine, for example not being able to play outside but are able to accept change.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children communicate well with adults using talk and actions, they ask simple questions and listen to the answer. They enjoy rhyming songs and listen attentively to stories when in small groups; they handle books correctly and know that pictures often tell the story. Children are able to tell a story through their own artwork explaining what is happening in the picture. Children are beginning to sound out letters and attempt to write their names some with recognisable letters.

MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children are beginning to count with support but do not show interest or use number in everyday situations; such as counting cups at snack time or how many children are in the line. A lack of opportunity to do simple calculation inhibits their progress in this area. Children enjoy investigating shape in activities such as the play-dough and are able to describe the shape such as round or flat. They discuss shape when decorating star shaped biscuits.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Significant Weaknesses

Children experiment with sand and water but they do not always explore freely or talk about what happens, for example, to the sand when water is added. Children build and construct using tools for a purpose. They are able to use cash registers but have limited access to IT. Children do not show an interest in the world they live in; they do not talk readily about what is happening to them or ask questions about topics they are undertaking such as the Chinese New Year.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children are able to negotiate a pathway between furniture and have an increasing awareness of space. They respond to singing rhymes through movement, are able to come to a stop and can hold a position when told to freeze. Children recognise changes in their body and help themselves to water after physical play. Their large motor skills are not promoted when physical play takes place indoors. Children engage in hand/eye co-ordination when threading and using small tools, which they use adeptly.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children have begun to recognise colours and can describe what happens when paint is mixed together. They join in with simple songs choosing their favourite to sing, they respond to rhymes with body movement and enjoy ring games. However access to musical instruments is limited. Children express their imagination through role-play and create their own stories often imitating what adults do. Children show an interest in what they feel and smell, using facial expression to express their feelings.

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

- increase staff's knowledge of how to use everyday activities and routines to help children develop their understanding of number through practical problem solving
- offer more opportunity for children to explore and investigate to promote their thinking skills.

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.