



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 253092

DfES Number: 517572

INSPECTION DETAILS

Inspection Date 11/02/2004
Inspector Name Gill Ogden

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Leverton Pre School Playgroup
Setting Address North Leverton Church of England School
North Leverton
Retford
Nottinghamshire
DN22 0AD

REGISTERED PROVIDER DETAILS

Name The Committee of Leverton Pre-school Playgroup

ORGANISATION DETAILS

Name Leverton Pre-school Playgroup
Address North Leverton School
Main Street, North Leverton
Retford
Nottinghamshire
DN22 0AA

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

Leverton Pre-school Playgroup opened in 1972. It is committee run and currently operates from the foundation unit annexe in the primary school in the village of North Leverton. It serves the village and local surrounding communities.

There are currently 15 children on roll. This includes eight funded 3-year-olds and three funded 4-year-olds. Children attend for a variety of sessions. The setting currently supports some children with special needs but none who speak English as an additional language.

The group opens each weekday during school term time. Sessions are from 13:00 until 15:30.

Three part-time staff work with the children on a regular basis. Two of them have early years qualifications to NVQ level 3. The setting receives support from the foundation unit teacher and a teacher from the Early Years Development and Childcare Partnership (EYDCP).

The group is a member of the Pre-school Learning Alliance.

How good is the Day Care?

Leverton Pre-school Playgroup provides good quality care for children aged three to five years.

The staff are enthusiastic and work well together as a team. They attend regular training events to keep up-to-date with good practice. They put a lot of effort into creating a bright, warm and exciting environment for the children. The useful policies and procedures support good daily practice.

Close attention is paid to children's safety both indoors and outdoors. Risk assessments are carried out and regular checks are part of every day routines. There are clear child protection procedures in place for staff to follow. Children are encouraged to develop good hygiene practices.

There is an excellent range of toys, equipment and play resources which are used to support a wide range of activities. The staff know all the children well and use the key worker system effectively. Children with special needs are fully included in all activities. The methods used to promote desirable behaviour are consistent and realistic and achieve good results.

Relationships with parents are good. They are pleased with the standard of care and their children receive and the quality of the activities. On the whole, parents are happy with the written information they receive and it is generally useful. They are able to chat to staff and share updates daily.

What has improved since the last inspection?

At the last inspection several actions were agreed regarding the operational plan, safety, health, behaviour and working with parents. All of these have been completed. Parents now receive better information; administration of medicine and sick children policies are now in place; the behaviour policy has been adjusted; the premises and outside play areas are now safer. All this results in the children now receiving very high quality care.

What is being done well?

- Staff are well-trained and experienced. The group requires them all to be trained in equal opportunities and child protection. They are each also expected to attend four training events every year.
- All policies and procedures are comprehensive. They are reviewed regularly, written clearly and put into practice effectively.
- Children's behaviour is managed effectively. Children respond well to praise for good behaviour and as a result have high self-esteem. Staff handle any incidents of undesirable behaviour quickly and calmly.
- Staff create a very positive learning environment for the children through the provision of interesting resources, the way the premises are set out and the high standard of visual displays.

What needs to be improved?

- the information parents receive about the group's child protection responsibilities.

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
13	Review how child protection procedures are shared with parents.

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

How effective is the nursery education?

Leverton Pre-school Playgroup offers a stimulating, caring environment where children make very good progress towards the early learning goals in all areas. Particular attention is given to personal, social and emotional development.

The quality of teaching is very good. The staff work effectively together as a team in both the planning and delivery of the curriculum. They make excellent use of resources and the time that is available, to ensure that children develop the knowledge, and practice the skills, that they need to become motivated learners and to function confidently in the world. They have a calm but enthusiastic approach which supports all children, including those who have special educational needs. Assessment systems are monitored on an ongoing basis so that they continue to serve the children's best interests.

The leadership and management of the setting is very good. The staff and committee work closely together to make sure that the children have good quality resources to support their learning. The committee ensure that staff are well trained by promoting ongoing training as well as helping staff to become appropriately qualified.

The partnership with parents is generally good. Parents receive useful information about the Foundation Stage curriculum and are encouraged to become involved with their children's learning and contribute towards their achievements. However, parents do not formally contribute their observations often enough to become fully involved in supporting their children's progress.

What is being done well?

- Staff prompt and question children very skilfully to engage them in activities and to encourage them to take on new challenges and think about what they are doing.
- The provision for physical development is excellent. Children enjoy using a wide range of both small and large equipment regularly. They take part in large physical play activities daily with extra, more challenging activities once a week when they use the apparatus in the school hall.
- Children with special educational needs are included well by staff and other children. There are clear, individual plans in place which are shared with parents.
- Children's personal, social and emotional development is very good. They are confident, interested and develop strong relationships.

What needs to be improved?

- the way parents are involved with their children's achievement and progress.

What has improved since the last inspection?

Generally good progress has been made since the last inspection. There are now plenty of opportunities for children to recognise letters and parents receive better information about what and how children are learning. Good attempts have been made to encourage parents to contribute more formally to their children's learning but they have not always been successful. This point is carried forward.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident and eager to take part in activities. They freely access equipment and encourage others to take part in activities with them. They know when it is important to sit and listen, for example at snack time and story time. They stand up for themselves whilst also becoming aware of the need to share with others and respect their views. They develop strong relationships with their peers and adults.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children communicate well with each other and adults. They listen hard to stories and join in with refrains. They use body language and expressions often, and several are beginning to hold conversations. They recognise their names and are beginning to identify individual letters and their sounds. They follow picture instructions when, for example, making sandwiches. Several make good attempts to write their names and they all make use of the good opportunities they have to draw and mark make.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count confidently, some beyond 10, and are beginning to recognise numerals. They learn about shape and size through worthwhile practical activities and daily routines. They enjoy number songs which help them understand calculation. They are beginning to extend their mathematical thinking through, for example, activities which help them to understand concepts such as under and on top and behind and in front.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children enjoy observing growth, change and the natural environment through, for example, nature walks and visits. They find out about how things work by making models and talking and questioning. They enjoy telling each other about events in their lives such as outings and birthdays. They are gaining an understanding of differing cultures through food tasting, dressing-up and celebrating festivals. They enjoy using the computer and tape recorder to support their learning.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children are developing their small hand skills through regularly using tools such as pencils, scissors and paintbrushes. They are improving their hand-eye co-ordination through activities such as pouring water into small holes in clay and dressing themselves. They enjoy the challenges of using large apparatus and playing outdoors regularly to develop their whole body skills. They have an increasing awareness of the effects activity has on their bodies.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children enjoy using all their senses to explore a variety of materials. They can differentiate colours and experiment with mixing them. They examine and use collage materials creatively. They use their imaginations and emotions extensively through role play and dressing-up as well as small world activities. They react to music by dancing and moving in time. They enjoy singing and imitate sounds.

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:

- consider how parents can be better involved with their children's achievements and progress.

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.