



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 311286

DfES Number: 514107

INSPECTION DETAILS

Inspection Date	09/11/2004
Inspector Name	Ann Law

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Hepworth Playgroup
Setting Address	Village Hall Towngate, Hepworth Holmfirth Huddersfield HD7 1TJ

REGISTERED PROVIDER DETAILS

Name	The Committee of Hepworth Playgroup
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ORGANISATION DETAILS

Name	Hepworth Playgroup
Address	Village Hall Towngate, Hepworth Holmfirth Huddersfield HD7 1TJ

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

Hepworth Playgroup is a voluntary organisation, managed by a committee of parents. It opened in 1980 and operates from the village hall in Hepworth, near Holmfirth. A maximum of 24 children may attend the nursery at any one time. The playgroup is open each weekday, in school term time, from 09:00 to 11:30 for two to three year olds and Monday to Thursday from 12:40 to 15:10 for three to five year olds. There is a fully enclosed outdoor play area.

There are currently 45 children aged from two to under 5 years on roll. Of these 24 children receive funding for nursery education.

The playgroup employs six staff. Three of the staff, including the manager hold appropriate early years qualifications. Two staff are working towards a qualification.

How good is the Day Care?

Hepworth Playgroup provides good quality care for children. The setting is clean, attractively decorated with displays of children's artwork and has a friendly, welcoming atmosphere. Space is used well with clearly defined areas for play. Children independently access a very good range of toys and resources, which truly reflect the diversity of our society. There are a comprehensive range of policies and procedures, which support the high standards of care. All required documentation is in place. However, some requires additional detail. The majority of the staff hold, or are working towards, recognised childcare qualifications.

Staff give high priority to keeping children safe and vigilant procedures are in place to protect them. Health and hygiene is given full attention in the setting and staff act as good role models promoting children's hygiene routines. Parents are made aware of the group's duty to protect children and all current guidance is held for child protection issues. Staff give high priority to meeting children's individual needs and liaise with parents to ensure these are met.

A well planned routine and interesting activities allow children to develop decision

making skills and ensure their developmental needs are met. Staff have very good relationships with the children and positive methods are consistently used to manage children's behaviour in an age appropriate manner. This results in happy, confident and settled children.

The setting has an effective relationship with parents and a wide variety of methods are used to provide them with detailed information about the provision and good information about their child's progress.

What has improved since the last inspection?

not applicable

What is being done well?

- Children's independence is promoted well throughout the setting and staff actively encourage them to make choices in their play. All toys and resources are attractively presented to aid self-selection and promote decision making skills.
- Very good procedures are in place to ensure children's safety. Comprehensive daily risk assessments are undertaken for all areas of the provision and staff remain vigilant throughout the sessions to maintain safety.
- Vigilant procedures are in place to meet the special dietary needs of children and safeguard their health. Rigorous precautions are undertaken before a child is admitted to the provision and staff receive additional training, where necessary, in case of emergencies.
- The setting is very parent friendly and staff take every opportunity involve parents in the running of the playgroup. They are encouraged to be part of the management committee, volunteer as parent helpers or participate in outings and visits. Regular newsletters keep parents fully updated on all aspects of the provision.

What needs to be improved?

- organisation with the implementation of an appraisal system for staff
- documentation regarding complaints and accidents.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There are no complaints to report.

Outcome of the inspection
Good

CONDITIONS OF REGISTRATION
<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
<i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i>

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	Implement a system of appraisal to monitor the effectiveness of the staff in facilitating children's welfare and development.
12	Improve the complaints procedure to include the correct contact details for the regulator.
14	Improve the documentation for accidents to ensure all elements are always recorded.

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

How effective is the nursery education?

Hepworth Playgroup Nursery provision is of high quality. Children are making very good progress towards the early learning goals.

The quality of teaching is very good. Staff have a good knowledge of the Foundation Stage and make very good use of their time in a well organised routine, which allows children time to learn through play. Staff are enthusiastic and dedicated to providing stimulating and challenging activities for the children, which cover all areas of learning. However, there is no system in place to ensure all stepping stones will be covered sufficiently over time and offer a broad and balanced curriculum. Detailed observations record children's achievements and sometimes show children's next steps in learning, but these are not always used to inform the future planning for children's development.

Leadership and management is very good. Comprehensive and effective policies and procedures, which are regularly reviewed, relate to the Foundation Stage and impact well on the children. A strong committee of parent support the staff and are extending their involvement to include staff appraisals to monitor their strengths and weaknesses. The setting makes good use of the support from the local authority to evaluate how well they deliver the curriculum and staff regularly attend training in the Foundation Stage as part of their commitment to the improvement of care and education for all children.

Partnership with parents is very good. They are provided with a regular flow of good quality information regarding the setting and the Foundation Stage. The information given to parents regarding their child clearly shows their progress towards the early learning goals. Parents are encouraged to share what they know about their child's development and their involvement in their child's learning by attending the group as a volunteer helper is welcomed.

What is being done well?

- Children use their imagination well to freely express themselves, especially during role play activities. They confidently use all areas of the provision in their imaginative play to communicate ideas, feelings, experiences and past actions.
- The setting is very language rich and children's early reading and writing skills are developing very well. There are a wide range of mark making opportunities throughout the setting which children use to ascribe meanings to marks in play.
- Children are very confident in the setting. A wide variety of opportunities are offered to allow children to develop a high self-esteem and staff welcome and value children's opinions.

- The use of local resource libraries ensures there are always high quality resources and books available to the children and they are used to enhance the planned topic.
- Staff's knowledge of the children is very good. They are able to discuss children's home life with them and encourage a good sense of place and time, which is relevant and pertinent to individual children.

What needs to be improved?

- children's opportunities to independently show an interest in ICT and learn how to operate simple equipment
- the systems used to plan for children's progress towards the early learning goals to ensure that all stepping stones will be covered sufficiently over time
- children's key worker files to ensure that all are completed effectively and the information is consistently used to plan for children's next steps in learning.

What has improved since the last inspection?

Generally good progress has been made since the last inspection. The staff have attended training in the Foundation Stage and increased their knowledge to be effective in measuring children's progress against the coloured stepping stones, towards the early learning goals. Children's key worker files now give a clear picture of their progress. However, the information is not always used successfully to inform future plans for children's learning and this remains a point for consideration for this inspection.

The second key issue related to ensuring there are detailed individual learning plans for children with special educational needs. The SENCO has attended many training courses relevant to special educational needs and procedures for implementing individual learning plans are now in place. These will enable clear targets to be set to support children with special educational needs in their development.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are confident, involved and well motivated in the setting, displaying enthusiasm and excitement in activities. They have a strong sense of self and choose appropriate skin tone colours when drawing their own hands. Children demonstrate high levels of self-help skills and are very independent in the setting, performing self-care routines and making decisions and choices. They sit quietly and maintain attention where appropriate, showing enjoyment in stories.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children are confident speakers and use good levels of description when it is their turn to 'show and tell'. They enjoy rhyming activities and participate enthusiastically when reciting 'toddlerobics'. Children independently access the very good range of books and are appreciative of them, handling with care and turning the pages carefully. Older children competently write their own names and younger children are confident to try, forming some letters correctly.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children reliably and accurately count to ten and beyond at registration. Older children show good levels of interest in number problems and are confident to attempt them, such as 'how many children would there be if one more came?' They convincingly use spatial and positional language in context, when playing in sand and water and talk about shapes of everyday objects at the modelling table. Children recognise patterns in play and competently recreate them, showing pride in their achievements.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children show curiosity and interest in why things happen and how things work, such as squashing air out of sponges. They enthusiastically build and construct with a wide range of media and skilfully join items together. However, opportunities to independently access ICT resources are limited. Children have a very good sense of time and place and are interested in the community where they live. They are developing an awareness of different cultures through good resources and planning.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children enthusiastically respond to rhythm and move with pleasure and confidence to the rhyme 'In a dark, dark, wood'. They negotiate space effectively and respect each other's space, both indoors and outdoors. Children are developing an awareness of a range of healthy practices, such as hand washing and eating fruit. They are competent in using large equipment, for example the climbing frame and have good hand-eye co-ordination when using tools and materials safely.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children eagerly explore a wide range of media, showing great interest in the properties of glue. They enthusiastically imitate and create movement to Calypso music using streamers and their bodies. Children are very imaginative, especially in role play, noticing what adults do and spontaneously re-enacting their own life experiences, such as a trip to the bonfire. They respond appropriately to their senses and are curious to explore how sounds can be changed by talking through a tube.

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:

- There are no significant weaknesses to report, but consideration should be given to improve the following:
- improve opportunities for children to independently show an interest in ICT and learn how to operate simple equipment
- improve the systems used to plan for children's progress towards the early learning goals to ensure that all stepping stones will be covered sufficiently over time
- improve children's key worker files to ensure that all are completed effectively and the information is consistently used to plan for children's next steps in learning.

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.