



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 221775

DfES Number: 520423

INSPECTION DETAILS

Inspection Date 09/07/2004
Inspector Name Gill Thornton

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Waterbeach Toddlers Playgroup
Setting Address 37 Burgess Road
Waterbeach
Cambridge
Cambridgeshire
CB5 9ND

REGISTERED PROVIDER DETAILS

Name The Committee of Waterbeach Toddlers Playgroup 292913

ORGANISATION DETAILS

Name Waterbeach Toddlers Playgroup
Address 37 Burgess Road
Waterbeach
Cambridge
Cambridgeshire
CB5 9ND

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

Waterbeach Toddlers Playgroup opened in 1985. It operates from two rooms in a mobile building in the grounds of an old peoples home in the village of Waterbeach, near Cambridge. The playgroup serves the local area.

There are currently 48 children from 2 to 5 years on roll. This includes 22 funded three year olds and 9 funded four year olds. Children attend for a variety of sessions. The setting can support a small number of children who have special needs or who have English as an additional language.

The group opens five days a week during school terms. Sessions are; Mondays and Wednesdays 9 -11.45 and 12.15 - 3:00, Tuesdays, Thursdays and Fridays 9:00 - 12:00 with the option of staying for lunch until 1:00.

Two part time and two full time staff work with the children. Half the staff have an early year qualification to NVQ Level 3. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Waterbeach toddlers Playgroup provides good quality care for children.

A warm and welcoming environment is provided for carers and children. The premises are safe and clean and decorated with displays of children's work, photographs and posters. The group uses a secure outside play area whenever weather permits, to provide children with opportunities to meet physical challenges and promote their physical development.

Children are provided with a wide variety of resources and activities that encourage their learning and development. Staff use positive language and have a consistent approach to behaviour management to which the children respond well. Staff use effective questioning techniques that encourage children to think and use their imagination whilst developing their vocabulary.

Staff have attended child protection training and the required documentation and policies are in place to ensure children are safe and cared for according to their parents' wishes. Most health and hygiene issues are given appropriate attention. Children are provided with healthy snacks and their individual dietary needs are met.

Parents are well informed about the setting when they join. They are kept informed about their children through the daily exchange of information, regular newsletters and parent's evenings for the four year olds.

What has improved since the last inspection?

At the last inspection the group were asked to ensure policies and procedures were in place regarding complaints, behaviour management and the administration of medication. These are all now in place and support the organisation of the provision and wellbeing of the children. They were also asked to provide an action plan detailing staff training and qualifications which has now been met.

What is being done well?

- The physical environment is well laid out both inside and out to support children's development. The outside area is divided into three sections giving children clear areas for various planned activities, for example painting different surfaces with water.
- The children behave well. All staff provide good role models and have attended positive behaviour training which is reflected in their practice. Children are given clear, positive statements and praised consistently so they know what is expected of them.
- Children are provided with a wide range of good quality toys and resources to promote their learning. The activities provided are fun and stimulating so children are interested and involved in their play.
- All staff regularly attend workshops to update their knowledge and practice. They have a clear understanding of their roles and responsibilities and so work effectively as a team to support the children in their play and learning.
- Partnership with parents is good. Parents appreciate the care provided, they feel staff are approachable and caring. New parents are given a comprehensive welcome pack containing all policies, procedures and detailed information about the sessions and so are well informed about the running of the group.

What needs to be improved?

- hand drying practices to minimize the risk of cross infection
- written risk assessments and records of checks on electrical appliances

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
6	Ensure written risk assessments are carried out and records kept of regular checks on electrical appliances.
7	Ensure hand-drying practises minimize the risk of cross infection, this refers to using shared towels.

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 Waterbeach Toddler Playgroup is good. It enables children to make very good progress in their personal, social and emotional and creative development and generally good progress in all other areas of learning.

Teaching is generally good. Staff have good relationships with the children, provide good role models and use effective behaviour management strategies which help children to behave well. They praise and encourage children's efforts and achievements. Staff involve themselves in children's learning, extending children's vocabulary and helping them to become confident. Not all opportunities, however, are taken to introduce or reinforce some aspects of learning.

Effective learning takes place through spontaneous opportunities and well planned activities, linked to the early learning goals, and based around a range of stimulating and interesting topics. Assessments are comprehensive but only completed on rising 5s. As a result the progress of 3 year olds is not identified or used to inform planning.

Leadership and management is generally good. Communications between staff are good, they work well together as a team, sharing their ideas, knowledge and skills. Regular staff meetings enable staff to discuss relevant issues. The committee actively support staff training and are intending to develop the monitoring and evaluation of the provision.

Partnership with parents is generally good. Parents are very positive about the setting and the staff. They feel comfortable to approach staff with any issues. Comprehensive written information about the setting and the curriculum is made available to parents although details about the starting age of the Foundation Stage are inaccurate. Parents of 4 year olds are well informed about their child's progress through informal discussions and have regular opportunities to see their child's records, contribute to them and discuss them with staff.

What is being done well?

- Staff are deployed well. They work alongside children to offer support, as and when necessary, and to extend children's play and learning. They are interested in what children say and do and skilfully use open ended questioning to encourage children's language and thinking.
- Children are confident within the setting and are developing their perseverance and self esteem which is helping them become independent learners.
- Staff provide an imaginative range of role play opportunities for children which include "a cinema" where children can watch a film whilst having

popcorn and a milkshake and "a travel agents" where children book holidays for adults and each other and suggest venues like "Norfolk / Spain / the seaside".

- Staff make good use of the locality to develop children's sense of place. The group takes an active part in the village Feast celebrations and they visit local elderly people to sing to them. Planned visits to the park, post office and to watch trains as they go through the village, reinforce topics in a meaningful way.

What needs to be improved?

- the information given to parents about the age range of children in the Foundation Stage and the development of assessment records for 3 year olds which indicate their progress towards the early learning goals
- children's awareness of staying healthy and the effects of exercise on the body

What has improved since the last inspection?

Generally good progress has been made at extending the range of activities provided to develop children's skills in calculation and number solving.

Number rhymes and songs are a regular feature and a maths table has resources which children can self select from. Staff effectively pose number questions to children in one-to-one or small group situations during play but there are few planned activities to promote this.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy, confident and secure in the setting and separate from their carer with ease. They are motivated to learn and try new experiences. They form good relationships with staff and interact well with each other; co-operating, negotiating, taking turns and sharing resources. Children develop good concentration skills and persevere, with appropriate adult support when necessary. Children are aware of the agreed codes of behaviour and these are consistently applied by staff.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children's speaking and listening skills are developing well and they can sustain conversations with adults and peers. They show a great interest in books, handle them with care and understand that print carries meaning. They are linking sounds to letters and many 4 yr olds are able to sound out letters in their names and write them correctly. However, younger/less able children have few opportunities to practise pre-writing skills. Children are well supported in writing for a purpose in role play

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children use number in their play and 3 and 4 year olds can count reliably to 10 and beyond. Older/more able children are able to recognise and write some numerals and use mathematical language in context. They learn about size, shape and quantity through practical activities such as sand, water and working out how much playdough is needed to fill a container. Staff plan opportunities for children to explore patterns and sequencing but there are missed opportunities to compare groups of objects.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children look at similarities, differences and change in planned activities such as talking about clothes for hot/cold weather and as part of the daily weather routine. Planned topics enable children to learn about and visit their locality and to discuss significant events in their own lives for example a "special day out". Children build using stickle bricks and magnet blocks but there are limited opportunities for children to design, join and construct using recycled "junk" materials.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children show good co-ordination and are developing an awareness of space and others around them. They pedal, run, hop, climb and slide with confidence. Varied and interesting activities such as squeezing icing tubes to decorate gingerbread men and nailing small shapes to a board help to develop children's fine motor skills. They use tools and equipment safely and with increasing control. Bodily awareness and staying healthy are not included in the planning.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children have many good opportunities to explore colour, texture and paint effects and to use their imagination and creativity in a range of planned activities and free art. They enjoy listening and experimenting with their voices being played through a tape recorder and join in enthusiastically with familiar songs. The role play area is varied frequently to stimulate children's imagination. Children are learning to communicate their ideas, thoughts and feelings through their play.

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

- ensure that assessment records are in place for 3 and 4 year olds which identify children's progress towards the early learning goals and are used to inform planning. Ensure parents receive accurate information about the timing of the Foundation Stage
- provide opportunities for children to learn about staying healthy and the effects of exercise on the body through planned activities and routines

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.