



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 253316

DfES Number: 519395

INSPECTION DETAILS

Inspection Date 22/10/2003
Inspector Name Gill Ogden

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Edwinstowe Pre-School Playgroup
Setting Address Village Hall Mansfield Road
Edwinstowe
Mansfield
Nottinghamshire
NG21 9NJ

REGISTERED PROVIDER DETAILS

Name The Committee of Edwinstowe Pre-School Playgroup

ORGANISATION DETAILS

Name Edwinstowe Pre-School Playgroup
Address Village Hall Mansfield Road
Edwinstowe
Mansfield
Nottinghamshire
NG21 9NJ

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

Edwinstowe Preschool Playgroup opened in 1966. It operates from the main hall in Edwinstowe Village Hall and has access to the kitchen, toilets and a small enclosed outdoor area. The group serves the local community.

There are currently 24 children from two and a half to four years on roll. This includes eight funded three-year-olds. The group never has funded four-year-olds as they all move on to nursery at that age. Children attend a variety of sessions. The group currently has no children with special needs. It has two children who are bi-lingual.

The group opens each Monday, Wednesday, Thursday and Friday during school term time. Sessions are from 09:10 to 11:40. The group also runs a parent and toddler group each Tuesday morning during school term time.

Four full time staff work with the children. One has an early years qualification. Two staff are currently attending training. The setting receives support from a teacher from the Early Years Development and Childcare Partnership.

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

How good is the Day Care?

Edwinstowe Pre-school Playgroup provides good quality care for children in a warm, caring and stimulating environment. It is well established in the community. The staff work well together as a team and there are strong and effective relationships with parents.

The staff are experienced and knowledgeable about the care and learning needs of young children. Even though there is no formal system for staff support, they identify and take up training opportunities regularly. They make good use of the hall and the small outdoor area to create a positive environment for the children. All the necessary records are kept well and most policies and procedures are acceptable.

Close attention is paid to health and safety issues. Regular risk assessments are carried out and the group aims to ensure all staff have current first aid training. All staff also attend child protection training. There are always enough adults present to ensure the children are closely supervised and hygiene routines are maintained. Healthy drinks and snacks are provided.

There is a good range of play equipment and materials which are supplemented through the use of the local book and toy libraries. They are used to support purposeful and interesting play activities for the children. The staff know the children well and act as good role models for them. This results in the children's care and learning needs being met and good behaviour being maintained.

There is a very good partnership with parents. Parents are very happy with the care their children receive and understand and appreciate the effective key worker system which ensures each child has a member of staff who pays particular attention to them. Most parents have built up relationships with staff through attending the parent and toddler group. Parents receive some written information about the group but generally find that regular chats with staff are most useful.

What has improved since the last inspection?

At the last inspection the group agreed to develop an action plan to indicate how the person in charge would achieve an NVQ level 3 qualification and ensure that all new staff had induction training within their first week of employment. An action plan was developed and the person in charge has just recently achieved her qualification. Two new staff received prompt and useful induction training.

What is being done well?

- Very good relationships exist between staff, children and parents. They are built up through previous attendance at the parent and toddler group and the effective key worker system. All this results in a positive learning environment for the children.
- The staff work very well together as a team, making the best use of everyone's skills and knowledge and acting as good role models for the children. They attend regular training events which helps to keep their practice up-to-date.
- The children are very happy and enjoy taking part in a wide range of activities which ensure they are able to achieve well.
- A variety of healthy snacks are provided, often prepared by the children under staff supervision. Children are offered milk or water to drink.

What needs to be improved?

- the system for staff appraisal;
- the information brochure for parents, to better reflect the character of the

playgroup and key elements in how it works;

- the child protection policy, to include a procedure to be followed should an allegation be made against a member of staff.

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
2	develop a more formal system for staff appraisal;
12	revise information brochure to reflect more accurately the philosophy of the group and to make sure parents are fully aware of the key policies;
13	include in the policy a procedure to be carried out in the event of an allegation being made against a member of staff.

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

How effective is the nursery education?

Edwinstowe Pre-school Playgroup offers a warm, caring and stimulating environment where children make generally good progress overall towards the early learning goals. They make very good progress in some areas, most notably, personal, social and emotional development and communication, language and literacy.

The quality of teaching is generally good. The staff work very well together as a team. They create an environment, both indoors and outdoors, in which children are motivated to learn. They achieve this by being actively involved with their play and questioning and prompting them effectively to extend and reinforce their learning. They act as good role models and expect high standards of behaviour. The planning and assessment systems which have been developed are useful tools for monitoring children's progress. However, there are some aspects of the curriculum for mathematics and creative development which have not been developed fully.

The leadership and management of the group is very good. Regular meetings are held between staff, committee and support staff from the Early Years Development and Childcare Partnership. These enable the group to maintain high standards in monitoring and evaluating the provision. The supervisor is committed to using the knowledge and skills of everyone involved in the group to review and improve the care and education that the children receive.

The partnership with parents is very good. Parents enjoy the daily opportunities they have to talk to the staff, and in particular the key worker, about their child's progress and achievements. They receive regular written reports and are encouraged to take part in the parents' rota. This allows them to increase their understanding of, and their involvement in, their child's learning.

What is being done well?

- Children's personal, emotional and social development is very good. They relate well to adults and each other, have growing independence and take part in activities with confidence and enthusiasm. They behave very well.
- Children enjoy using the outdoor space at each session, no matter what the weather. It is used to support all areas of the curriculum.
- Children are developing a sound interest in reading for pleasure by staff reinforcing stories through active techniques such as role play and story boards.
- Imaginative role play situations are used well to support children's learning in all areas of the curriculum.
- Staff give children time to fully involve themselves in activities and see them

through to the end.

- Parents understand and appreciate the effective key worker system. It provides a clear, useful way for staff and parents to share information about children which helps them to achieve well.

What needs to be improved?

- opportunities for all children to regularly recognise numerals;
- the programme for music, especially opportunities for children to explore sound and rhythm;
- planning, so that it more clearly identifies extension activities for more and less able children.

What has improved since the last inspection?

The group has made very good progress since the last inspection. At the last inspection the group agreed to continue to develop planning and assessment systems to ensure all the areas of learning were covered and it was clear what children were expected to learn from activities. The group was also asked to provide more planned opportunities for children to develop their writing skills and to recognise and recreate mathematical patterns. Action plans were put in place and completed. The assessment system now covers all the learning areas and planning refers clearly to what children are expected to learn from the activities. (This has been extended so that parents can see, through displayed daily activity plans, what children are learning.) Children now enjoy more opportunities to develop writing skills through role play activities, a writing area and use of computer software. Similarly, mathematical activities have been incorporated into role play and equipment such as computer software and linking elephants and beads allow children to practice making and recognising patterns.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children show excitement and delight as they participate in activities. They listen well during circle and story time and respond well to rules and routines. They maintain their concentration and persevere with activities. Although they are very young they play well together and are able to express their needs and feelings confidently especially regarding their own care needs. They are beginning to develop an awareness of differing cultures through topic work and discussions.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children listen with interest and participate in storytelling. They are rapidly developing a wide vocabulary and talk confidently to adults and each other. They enjoy looking at and handling books and are beginning to recognise their names on their coat hooks and name cards. They hold pencils well and practice writing during role play activities. Some are able to form letters and make good attempts to write their names.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are quickly becoming confident in counting in practical, everyday situations. They are beginning to recognise shapes and are developing a good understanding of positional language and concepts partly through using computer programmes. They enjoy estimating and starting to develop calculating skills through daily routines. However, they do not have enough regular opportunities to recognise numerals.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children enjoy good, regular opportunities to explore the natural world and their local environment through topic work and observation. They take part in a variety of activities which help them to understand change such as breadmaking and observing trees in autumn. They are becoming skilled in constructing models and collages with a variety of materials and techniques. They use the computer regularly and recall and relate events in their own lives eagerly and naturally.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children enjoy regular use of equipment such as the climbing frame and tunnel to practice their whole body skills. They move confidently and safely and are developing very good co-ordination. They are becoming increasingly skilled in handling tools such as pens, scissors and knives and materials such as playdough, paint and glue. They spend time outdoors regularly and are beginning to understand the effect healthy eating and exercise can have on them.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children use a range of media to freely explore colour, shape and texture. They enjoy using their imaginations in role play activities and story telling. They are exposed to a variety of recorded music and practice playing instruments, however, they have fewer opportunities to explore rhythm and sounds generally.	

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

- create regular opportunities in numeral recognition for all children;
- develop the programme for music especially regarding opportunities for children to explore sound and rhythm.

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.