



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 139351

DfES Number: 517384

INSPECTION DETAILS

Inspection Date 29/06/2004
Inspector Name Anne Legge

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Mosterton Playgroup
Setting Address Mosterton
Beaminster
Dorset
DT8 3HG

REGISTERED PROVIDER DETAILS

Name The Committee of Mosterton Playgroup Committee 1027102

ORGANISATION DETAILS

Name Mosterton Playgroup Committee
Address Mosterton
Beaminster
Dorset
DT8 3HG

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

Mosterton Playgroup has been open since 1981 and operates in the village hall in Mosterton, near Beaminster, in rural North West Dorset. The playgroup is a member of the Playgroup Network, is registered for 25 children aged from 2 to 5 years, and is run by a management committee of parents. It serves the local, mainly rural community of families from a variety of backgrounds. The group is open from 09:15 to 12:00 on Tuesday, Wednesday and Thursday mornings in term-time. The playgroup uses the main hall and another room, plus toilet facilities and the kitchen. There is a fully enclosed outside area at the back of the hall which is mainly laid to grass.

There are currently 22 children on the register, none of whom have English as an additional language. Children with special needs are welcomed and supported. Funding is currently received for 9 three-year-olds and 11 four-year-olds. There are four members of staff, who either hold relevant childcare qualifications or are working towards obtaining them. The staff are also supported by an Early Years Advisory Teacher.

How good is the Day Care?

Mosterton Playgroup provides good quality care for children. The committee is active in supporting the work of an experienced and committed staff team. Organisation is good and time, space and resources are used very effectively to meet children's needs. Staff work hard to make the premises welcoming for children at each session. All the required documentation is in place, although some lacks sufficient detail.

Safety is given a high priority and most aspects of health and hygiene are good. Staff provide nutritious snacks and meet all special dietary needs. They have a good understanding of child protection issues and are committed to equal opportunities and the inclusion of all children and families. Procedures for identifying and supporting children with special needs are very good.

Staff provide an excellent range of activities for children. They use their very clear understanding of children's development to ensure that all children make very good progress. Staff ratios are very good and all staff talk and play with children, encouraging them and extending their thinking. Children behave very well, due to the staff's positive approach to the management of behaviour.

Staff have good relationships with parents and provide them with detailed information about policies and procedures and about their child's activities and progress. They encourage parents to become involved in the work of the playgroup by attending meetings, serving on the helpers' rota or joining the committee.

What has improved since the last inspection?

At the last inspection, the playgroup agreed to carry out a risk assessment on the premises and to ensure that staff have appropriate car insurance. They agreed to develop a child protection statement and ensure that staff have appropriate knowledge and understanding of the procedures. They also agreed to develop a special needs statement and a policy for the administration of medicines.

Comprehensive risk assessments are now routinely carried out and all activities are risk assessed. The supervisor has provided evidence of appropriate car insurance and a special needs statement is in place and up-to-date. A child protection policy and new procedures for administering medication are now in place, but lack some of the necessary details.

What is being done well?

- The committee and staff work effectively together, ensuring that the playgroup operates smoothly. The staff team is experienced and committed to providing high standards of care for children.
- Staff plan a wide variety of interesting play experiences for children. They interact skilfully with children, promoting their development in all areas.
- Staff have very good relationships with children and use positive and consistent strategies for managing behaviour.
- Standards of safety are high. Staff effectively assess risks and teach children to be aware of potential hazards.
- Staff are committed to including all children and meeting all individual and special needs.
- Staff work closely with parents, keeping them well informed and involving them in their child's playgroup experiences.

An aspect of outstanding practice:

Staff plan an excellent range of activities for children and interact effectively with them, encouraging them to develop in all areas. They use assessments of children's progress very well, to set targets and ensure that individual needs are met.

What needs to be improved?

- records of medicines administered to children, to include details of times and doses administered and a parent signature after administration
- details of procedures to be followed if a child is lost
- the child protection policy, to include procedures to be followed if an allegation of abuse is made against a member of staff or a volunteer.

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
14	Ensure that all policies and procedures include the required details, especially medicine records and policies for lost children and child protection.

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

How effective is the nursery education?

Mosterton Playgroup provides high quality nursery education, where children make very good progress towards the early learning goals, in all six areas of learning.

The quality of teaching is very good. Staff have an excellent understanding of the foundation stage curriculum. They plan an outstanding range of activities for each session, clearly identifying the learning objectives of all planned activities and daily routines. They effectively question, support and encourage children. Assessment systems clearly track children's progress in relation to the stepping stones and staff use this information regularly to inform planning. Children are appropriately challenged and extension activities are identified for more able children. Time and resources are used very efficiently, giving children a good balance of free play and adult-directed activities.

The playgroup has very good systems for identifying and supporting children with special needs and those who speak English as an additional language. Staff set high standards for children's behaviour and use a variety of positive strategies to manage behaviour. Children behave very well.

Leadership and management are very good. There is a competent and well informed committee who provide support to the staff and monitor the quality of care and education. The supervisor and her deputy are very experienced and successful in their leadership of a committed staff team. Staff and the committee have a positive approach to staff development and work together to identify and meet all training needs.

Partnership with parents is very good. There are regular opportunities for parents to meet with staff, informally or in parent interviews and to see their child's records and targets. Information is shared and parents are invited to contribute to the work of the group, through joining the parent rota, sending in resources or serving on the committee. Staff have good relationships with parents.

What is being done well?

- Staff have an excellent understanding of the early learning goals and interact skilfully with children in all activities, encouraging their development and challenging their thinking.
- Children make excellent progress in mathematics. Staff use daily routines and planned activities very effectively to promote children's learning about numbers and shapes. Children count spontaneously and discuss shapes in their play.
- Children have many opportunities to develop their understanding of the uses of writing, in their play. They make very good progress in understanding letter

sounds, through the use of a letter of the week and associated interest table.

- Planning systems are very effective. Staff plan activities in each area of learning for every session, clearly identifying the learning intentions of each activity and of daily routines.
- Assessment systems are used to record children's progress in relation to the stepping stones and to set targets for each child. This information is used very well to guide planning and to inform parents about their child's progress.
- Partnership with parents is very good. Parents receive detailed information about their child's activities and progress and they are encouraged to become involved in their child's learning, by contributing to interest tables and helping on the rota.

What needs to be improved?

- challenging opportunities for more able children to climb, balance and use wheeled toys.

What has improved since the last inspection?

The playgroup has made very good progress in addressing the key issues from the last inspection. Staff have worked hard to develop their understanding of the six areas of learning. They now each take responsibility for planning some areas of learning and for guiding each other in those areas. This works very effectively and all staff clearly demonstrate their understanding, through their skilful interactions with children. Assessments now include all areas of learning and all stepping stones.

Staff use a wide range of strategies to enable younger children to develop good concentration and listening skills. These include adults sitting with individual children to support them, using 'silent' registration or giving reward stickers for good behaviour. All children enjoy small and large group activities and concentrate for sustained periods of time. They listen well to each other and to staff, and contribute appropriately.

Planning systems are now very effective and ensure that activities are planned in all areas of learning at every session. Challenges are identified for more able children, in all activities, free play and daily routines. Limited storage space and the daily removal of equipment from the shared premises sometimes restrict the use of large and challenging apparatus for more able children's physical development.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident, enthusiastic and motivated learners. They develop very good independence skills, learning to manage many aspects of their personal care and to make choices about resources and activities. They relate easily to each other and to adults and learn to share and take turns. They concentrate very well at chosen or adult-directed activities and they behave very well, due to the staff's positive and patient approach. Children discuss and respect different views and cultures.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children talk confidently, using a wide vocabulary. They use language well to describe experiences and to organise their thinking, such as when constructing with bricks or roadways. Children enjoy sharing books, stories and poems. They link letters with sounds, through the use of well planned daily routines and displays. They learn to recognise and write their names. Children write for a wide range of purposes, such as in role play or writing the register. They begin to form letters correctly.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children learn to count accurately in a variety of well planned daily routines and activities. They learn to recognise numerals and to relate them to sets. They develop their understanding of number by singing number songs, comparing set sizes and discussing one more or less. They recognise and name two-dimensional shapes and discuss their features. They use mathematical language, such as when comparing shoe sizes, and begin to explore symmetry.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are confident in their use of technology, such as cameras, telephones and programmable toys. They enjoy many planned opportunities to investigate and compare natural objects, such as fruit. They design and make in a range of media and learn about other cultures, exploring Indian clothes and Egyptian music. They develop a good sense of time and place, through frequent discussions with staff about family and playgroup experiences, as well as visits to places in their local environment.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently, developing good control of their movements. They have a good sense of space, skilfully negotiating obstacle courses and the maze. They use small equipment, such as balls, knives, pens and scissors with increasing co-ordination. They use small wheeled toys and sometimes have access to the greater challenges offered by the climbing frame. They develop a good understanding of health and hygiene through singing about washing and discussing their physical needs.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children develop lively imaginations through stories, small world play and the excellent use of the role play area, supported by skilful adult interventions in their play. They sing familiar songs throughout sessions and use musical instruments in free play and planned activities. They enjoy a very good range of sensory experiences, such as washing clothes in soapy water or comparing fruits. They communicate their ideas in paint, drawing, collages and making up stories.

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 improving the following:
- provide regular opportunities for older or more able children to be challenged in physical activities, especially climbing, balancing and pedalling larger wheeled toys.

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.