



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY296091

DfES Number: 546142

INSPECTION DETAILS

Inspection Date 01/11/2004
Inspector Name Diane Mary O'Neill

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Creswick Playgroup
Setting Address Creswick Primary School
Sir John Newsom Way
Welwyn Garden City
Hertfordshire
AL7 4FJ

REGISTERED PROVIDER DETAILS

Name The Committee of Creswick Playgroup 1056726

ORGANISATION DETAILS

Name Creswick Playgroup
Address Howlands
Welwyn Garden City
Hertfordshire
AL7 4HU

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

Creswick playgroup has been in operation for about 10 years. It has recently moved to its present site and operates from Oak Nursery classroom, which is within Creswick Primary School. The school is on a new development in Welwyn Garden City, the playgroup has children attending from the local area. A maximum of 24 children may attend the playgroup at any one time. The playgroup is open four days a week from 1.15pm to 3.30pm term time only. All the children have access to secure enclosed outdoor play areas.

There are currently 32 children aged from 2 years 9 months to 4 years on roll. Of these 24 children receive funding for nursery education. The playgroup currently supports a number of children with special educational needs; they currently do not have any children who have English as an additional language.

The playgroup employs 6 staff. Four of the staff, including the supervisor holds appropriate early years qualifications. The playgroup receives support from the local Community Development Team and has teacher support for help with planning for the funded nursery education children. The playgroup holds the Herts Quality Standards accreditation certificate.

How good is the Day Care?

Creswick playgroup provides good care for children.

The playgroup provides a very welcoming environment for children and their parents. There are clear and concise routines in place, and excellent staff interaction with the children.

The playgroup has very good written health and safety practices and procedures. These are fully understood by the staff team who are deployed either within their key groups, or effectively within the setting to ensure children's safety and well being both inside and outside of the provision. They assess and review the risk assessments on a regular basis. All areas of the space within the playgroup is used

to its full potential to benefit the play and learning opportunities for all the children.

There is an excellent variety of toys and resources accessible to all the children within the provision. Planning clearly shows the diversity of activities and topics that are available to the children and identifies that all levels of children's development and learning is challenged appropriately.

Staff have a very good working relationship with the parents. There are effective systems in place that enables the sharing of information formally and informally. Parents are encouraged to help within the playgroup with a parent rota system.

There is a clear behaviour management procedure in place that takes account of the children's understanding. Good behaviour practice by staff enables good role models for the children.

Documentation is very well organised and staff have worked hard to have in place, planning, daily records, evaluation and monitoring procedures. They do however need to ensure that all documentation is up to date.

The staff team are very dedicated in providing good childcare. They have a strong commitment to access training to update their knowledge and development.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Staff are dedicated to doing training courses, this helps them keep up to date with ongoing information as well as developing their own learning and practice. Plans are clear and concise, available to parents, they cover all six areas of the early learning goals.
- Good organisation and management, with a dedicated staff team working very well together. Good use of small group work to encourage the children to develop well within a group, with support from staff and key workers.
- Activities are linked in with the early learning goals from the young up to the funded children. The activities enable children to gain confidence, explore, experiment in a safe and secure environment.
- There is a warm, welcoming and safe environment for both children and their parents. There are health and safety policies in place that provide staff, children and parents with clear guidance for the promotion of children's health and safety whilst attending the pre-school.
- The Pre-school builds on children's self esteem and behaviour management with positive attitudes and role models by both the children and staff.
- Good organisation of documentation, planning, reviewing and monitoring systems, ensures that all levels of children's learning are met.

- The staff build effective working relationships with parents and keep them informed about their child's progress in regular meetings and day-to-day conversations. This ensures that a strong partnership with parents is established enabling the children to feel more secure.

What needs to be improved?

- Develop process to ensure relevant documentation is checked in line with the national standards.

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 relevant documentation is regularly checked against the National Standards. |

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 Crewick playgroup is of good quality. It enables children to make very good progress towards the early learning goals in their personal, social and emotional development, knowledge and understanding of the world, physical and creative development, and generally good progress in all other areas of learning.

The quality of teaching is generally good. Staff have a sound knowledge of the Foundation Stage. They plan an interesting curriculum, which overtime reinforces children's development within all areas of learning. The staff work directly with the children and provide a good balance between structured learning and child led play. However they do need to consider opportunities for children to explore some mathematical experiences in calculation, as well as linking sounds to letters through practical activities. Children are generally well behaved and respond positively to the positive praise and encouragement from adults.

Staff maintain informative assessment records for all children. These effectively highlight children's progress, and are used to formulate future planning. Staff give individual children a good level of support, there are effective systems in place to support any child with special educational needs.

Leadership and management is generally good. The pre-school benefits from a dedicated and committed staff team who work closely together, providing a good learning environment for children.

Partnership with parents and carers is very good. There is an effective system for the sharing of information about the pre-school and its educational programme. A good key worker system ensures the sharing of children's progress and assessment records with the parents on a regular basis.

What is being done well?

- Children's personal, social and emotional development is given high priority, which helps children gain in confidence, and helps develop their feelings of security. Staff give the children clear and constant boundaries that helps them to understand right from wrong.
- Children are confident speakers and listeners; staff develop children's confidence to speak as part of the group and in smaller peer groups. Staff have effective questioning skills, which encourage the children to think for themselves. Children take turns to talk and interact well developing good conversation skills when playing. They listen well to others and concentrate during story time.

- Use of resources and space is excellent. Staff ensure that equipment and toys are readily available to the children, promoting learning and sufficiently challenging children's understanding and ability. Children are able to access toys and activities and to work independently at their own pace. Staff are skilfully deployed throughout the setting to provide children with support and guidance.
- Children's physical development is well fostered in all areas. There is a good selection of resources to extend children's learning capabilities. For example, sit and ride toys, climbing and balancing equipment, toys to define fine motor skills such as paintbrushes, drawing and mark making materials and construction opportunities.
- Children have very good opportunities for exploration and investigation, designing and making skills, as well as use of computers and early introduction to technology, through a range of play and learning experiences. For example use of a water wheel, watching the growth of a butterfly. They have good access to construction and creative activities, such as making collage with different materials.
- Parents are warmly welcomed into the setting. There is a good informal and formal system in place for the sharing of information, some of this is linked to the key worker system.

What needs to be improved?

- Opportunities for children to explore mathematical concepts, such as calculation, through practical experience and well-planned activities.
- Opportunities for children to develop their learning of linking sounds and letters through practical and well planned activities.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are motivated and keen to learn. They become absorbed in their chosen activities and show high levels of concentration. They listen attentively during story time and eagerly contribute to discussion. They play well beside their peers and are starting to form friendships with both children and adults. They are learning to share and take turns such as playing on the bikes. The children's self-esteem, independence and confidence is being well developed with good support from adults.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident speakers and engage easily in conversation with other children and adults. This is especially evident within the role-play, where good open-ended questions are asked. Children have good opportunities to practice mark making and writing skills through the various play opportunities that are available. However the linking of sounds and letters is limited. There are good opportunities for children to have access to books, as well having set story time with adults.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children recognise and count numbers, such as counting how many chalk steps they have drawn, as well as singing nursery rhymes. Children recognise shapes and talk about them when sticking on their collage. Children effectively use small and large piece puzzles. Although a good range of resources they not fully used to their potential to increase children's learning with regard to calculation.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children explore and investigate the natural world through first hand experiences, for example having a caterpillar farm and watching them change into butterflies. Children use a variety of construction resources, which help to develop their designing and making skills. Children are introduced to simple IT programmes to extend their learning. They share past and previous events, such as going to Halloween parties and trick or treating, within discussion groups.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently and demonstrate an awareness of space as they move independently around the activities. Planning identifies a variety of opportunities and activities for the children to do, such as climbing, balancing, using sit and ride toys and pushing play buggies. Children's dexterity is developed well; they have good hand and eye co-ordination and successfully use scissors, pencils, paintbrushes and various construction materials.

CREATIVE DEVELOPMENT

| | |
|------------|-----------|
| Judgement: | Very Good |
|------------|-----------|

Children are keen to explore colour, texture, and shape, through various resources such as play dough, sand, water and collage making activities. Children's learning is extended through conversation and opportunities to express themselves such as drawing, chalking, painting and role-play. Children confidently sing their favourite nursery rhymes and are keen to learn new songs. They have good opportunities to experiment with different musical instruments.

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

- Extend opportunities for all children to have an increasing awareness of letters and the sounds they make, and mathematical concept of calculation, through structured play as well as more focused teaching.

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.