



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 146057

DfES Number: 516906

INSPECTION DETAILS

Inspection Date	13/10/2003
Inspector Name	Sue Stuart

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Seend Playgroup
Setting Address	Irene Usher Pavilion Rusty Lane, Seend MELKSHAM Wiltshire SN12 6NN

REGISTERED PROVIDER DETAILS

Name	Seend Playgroup 102519
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ORGANISATION DETAILS

Name	Seend Playgroup
Address	Irene Usher Pavilion Rusty Lane, Seend MELKSHAM Wiltshire SN12 6NN

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

Seend Playgroup operates from Irene Usher Pavilion in the village of Seend, near Devizes. Most of the children who attend live in the local area.

Seend Playgroup is registered to provide 24 places for children from two to five years, and the group takes children from two years six months, when space permits, otherwise it is from the term in which the children are three. There are currently 28 children on roll. Children attend for a variety of sessions. The setting supports a number of children with special needs and who speak English as an additional language.

The group is open from 9.00 to 11.45 on Monday, Tuesday, Thursday and Friday, and from 12.00 to 14.30 on Wednesday. Four members of staff work with the children, three on each day other than Wednesday when only two staff members are required.

The Manager is a qualified teacher and the other staff have relevant early years qualifications. The setting receives support from a teacher from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Seend Playgroup provides good quality care for children. The playgroup offers a welcoming, attractive environment and is well organised to allow effective use of equipment and toys. Staff are deployed well and work in appropriately sized groups. Staff have relevant childcare qualifications and access local childcare training courses. Documents are accurate, all regulatory procedures are in place and are stored securely in the store room.

Staff promote good hygiene practices and a good level of risk awareness means the children are safe and secure. Children's individual needs are well met and staff have a consistent and sensitive approach to the welfare of all children. Staff discuss any issues of concern with parents and promote anti-discriminatory attitudes with the

children they care for. Staff support children with special needs well in conjunction with parents and outside agencies. Generally, staff are aware of their responsibilities with regard to child protection issues, however child protection procedures require developing.

Staff provide a broad range of appropriate practical activities that promote children's development, however not all children have the opportunity to participate in all activities. Staff ensure children are involved in interesting play and learning opportunities both inside and outside. Suitable strategies for managing behaviour are in place, children behave well and understand what is expected of them.

The playgroup has good relationships with parents. The brochure gives detailed information about the setting. Regular newsletters keep parents up to date with current information and events.

What has improved since the last inspection?

At the last inspection the playgroup agreed firstly to provide the following documentation; to record behavioural incidences, to obtain written permission from parents to seek emergency medical treatment, to ensure that administration of medication is recorded and signed by parents, to provide an up to date complaints procedure, and to regularly update and review documentation. These systems are in place and implemented.

Secondly the group agreed to ensure unvetted persons are not left alone with children, that children cannot become trapped in the toilet, the storage of equipment and the radiators are not a hazard, children on climbing equipment are well supervised, and a risk assessment is carried out regularly. These safety issues have been addressed effectively.

Finally the playgroup agreed to increase and effectively use a range of multicultural resources. New equipment has been purchased, however there are limited opportunities for children to develop their knowledge of other cultures.

What is being done well?

- There is an effective operational plan. Staff have a good understanding of regulatory procedures. Staff are committed to on going training and development.
- Staff plan a wide range of interesting suitable activities, including daily access to a variety of physical activities for all children.
- Staff listen to, and are involved and interested in the children's play. They have a consistent approach to managing behaviour and praise and encourage their efforts.
- The children have access to a good range and variety of toys, resources and books and are able to select their own activities.
- The playgroup has good relationships with parents. Staff keep parents

informed through newsletters, and a notice board keeps parents up to date with current events.

What needs to be improved?

- the opportunities for all children to participate in all activities
- the staff's knowledge and understanding of the ACPC (Area Child Protection Committee) procedures.

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
9	Organise the programme for learning to provide opportunities for all children to participate in all activities, and to develop their knowledge and understanding of other cultures.
13	Provide opportunities for adults involved in the setting to acquire knowledge and understanding of child protection issues and current practice.

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

How effective is the nursery education?

Seend Playgroup offers good quality provision overall which helps children to make generally good progress towards the early learning goals. Progress in personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, and creative development are all generally good and progress in physical development is very good.

Teaching is generally good. Staff interact well with the children, they ask appropriate questions and relationships are good. Work is planned for all six areas of the curriculum, although plans do not always show learning objectives. Staff make written observations on children's progress and they use these to inform future planning. These observations are also recorded on a record of achievement. Good behaviour is encouraged by staff and children are well behaved. Work planned is extended for four-year-olds, but opportunities to extend mathematical development are missed.

Leadership and management is generally good. The leader is a qualified teacher and has a generally good understanding of the early learning goals. However, staff are not involved in the written planning and therefore do not always understand what is to be learnt from an activity. General organisation is good and the mornings run smoothly. The staff are committed to improving their provision and a staff appraisal system is in place.

Partnership with parents is generally good, parents feel that they are involved and well informed. They would, however, like more information regarding their children's progress and staff are considering the best way to do this.

What is being done well?

- Children are happy and come into the group readily, they settle quickly to activities and are well behaved.
- Staff interact well with children and question them effectively.
- Children are taken for walks in the environment and are able to explore natural materials.
- The area of physical development is very good, children move with awareness of space and are confident in their movements. They have good opportunities to climb and balance and use wheeled toys.

What needs to be improved?

- the planning of the programme; currently it does not involve all staff in the

writing and does not show all learning objectives

- the teaching of mathematics, as opportunities are missed to make mathematical patterns or solve simple problems or talk about subtraction and addition
- the children's opportunities to do their own writing in the role play areas and the inclusion of more opportunity to dance and explore sound
- the inclusion of the understanding of other cultures in the programme.

What has improved since the last inspection?

Progress since the last inspection is very good.

At the last inspection staff were asked to provide more opportunities for children to recognise the shapes and sounds of letters, this they now do and children show that they are beginning to know their letter shapes and sounds.

They were also asked to provide more opportunities for children to write their own names. This has been done and children show that they are able to write their names.

They were also asked to make more opportunities for children to count everyday things. This is now in place, children have many opportunities to count. They count themselves, their fingers and toes and many other objects in the room.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Personal social and emotional development is generally good. Children are happy and are developing confidence and self esteem. They show that they are able to concentrate on their activities and speak in front of the group. They share well and behaviour is good, they select resources and activities. There is limited opportunity for the children to learn about and understand other cultures and ways of life.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Communication language and literacy is generally good. Adults speak clearly to the children and question them effectively. Children have opportunities to talk about their own lives and interests as they give their news to the rest of the group. They are learning their letter sounds and writing their names and other letters and words. They enjoy stories and browsing in the book area and are able to recognise their own names. However, there are not many opportunities to write their 'own writing'.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Mathematical development is generally good, children have opportunities to count and do so regularly. They also have opportunities to match and sort and sing number rhymes. However, staff miss many opportunities to make mathematical patterns, solve simple problems or talk about "how many altogether" or "what happens if we take one away".

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Knowledge and understanding of the world is generally good. Children are taken on walks outside the building to collect natural materials and bring them back for closer observation. They design and make and have opportunities to select resources. They are learning about their environment and talk about what they like or dislike. They also talk about past events and their families. There are not enough activities planned for the children to learn about other cultures or technology.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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The area of physical development is very good. Children have many opportunities to move with confidence and control. They use wheeled toys well and climb and balance well in the adjacent adventure playground. They show that they have awareness of space and of others around them. They use a range of small and large equipment and are beginning to handle tools well. They talk about staying healthy and cleaning their teeth.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
The area for creative development is generally good. Children explore colour as they paint freely and in experiences such as printing or making collages. They respond with enjoyment to activities offered them and enjoy singing a good repertoire of songs. Role play is very good as children really use their imaginations to pretend different situations; staff support role play well, joining in enthusiastically. There is not much opportunity for the children to dance to music or explore sound.	

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

- show in planning more learning outcomes for activities and involve all staff in the writing of plans
- include opportunities to solve simple problems, make mathematical repeating patterns and use the language of subtraction and addition in the teaching for mathematical development
- include opportunities for children to use their own writing in play situations and also more opportunities to express themselves in dance and exploration of sound
- include the understanding of other cultures in the planning of the curriculum.

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.