



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 206753

DfES Number: 517639

INSPECTION DETAILS

Inspection Date	30/06/2004
Inspector Name	Fiona Stephenson

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Cromford Playgroup
Setting Address	Cromford Methodist Church Hall Water Lane Cromford Derbyshire DE4 3QH

REGISTERED PROVIDER DETAILS

Name	Cromford Playgroup 1032532
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ORGANISATION DETAILS

Name	Cromford Playgroup
Address	Cromford Methodist Church Hall, Water Lane Cromford Matlock Derbyshire DE4 3QH

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

Cromford playgroup opened in 1990. It operates from the main hall and side room of the Cromford Methodist Church in the village of Cromford. The playgroup serves the local community and surrounding villages.

There are currently 31 children from two-and-a-half years to four years on roll. This includes nine funded three-year-olds and 18 funded four-year-olds. The setting has experience of working with children who have special needs, however it does not currently support children who have English as an additional language.

The group opens on Monday from 12:30 to 15:00; Tuesday 09:00-11:30; and Wednesday, Thursday and Friday mornings 09:15 to 11:45. It is also open on Friday afternoons from 13:00 - 15:15 for rising fives.

Five staff work directly with children. Less than half the staff have early years qualifications to NVQ level 2 or 3; however three staff are currently working towards the final stages of their early years qualifications. The setting receives support from a teacher/mentor from the Derbyshire Early Years' Development Childcare Partnership.

How good is the Day Care?

Cromford playgroup provides satisfactory care for children. The playgroup exceeds the required adult: child ratios, and is further supported by a parental rota. Staff are in the process of completing their qualifications to meet the requirement of having half the staff group as qualified. The hall and outside play area are safe and secure for children's play; however the registered side room is currently not being used by children and is currently unsafe for their use. There is a good selection of toys, furniture and equipment available for children's play and learning. Management have worked hard to improve policies and procedures, however some regulatory requirements are not being met, and some policies continue to have insufficient detail.

Good steps are taken to promote safety both within the setting and during outside play. There are good procedures in place for outings. Staff demonstrate good standards of health and hygiene during session time, and support children in washing hands before eating. Children are regularly provided with healthy food such as fruit and bread sticks at snack time. Staff have a satisfactory understanding of child protection issues.

Children are provided with a good range of indoor and outdoor activities that support all areas of learning and play. Activities are in general appropriate to their ages and stages of development, however there are times when the differing ages of children are not sufficiently supported. Staff demonstrate a kind and caring approach to children, and children enjoy being with them. Children have fun in the setting, and behave well. Children are given lots of praise and encouragement by staff, and good behaviour is valued. Children with special needs are given good care.

Parents are very happy with the care their children receive at the setting, and they contribute well to the running of the group. Staff ensure availability at each session to talk to parents.

What has improved since the last inspection?

At the last inspection the setting agreed to improve its child protection policy, sickness policy and the recording of the arrival and departure times of children. The arrival and departure times of children are now recorded well, however there are gaps in the recording of staff present on a daily basis, and the parents on rota are also not being recorded. Improvements have been made to the sickness policy and child protection policy, however the contact numbers for the local social services continue to not be available. The setting was asked to conduct a risk assessment of the premises, and this has been well documented.

What is being done well?

- The management committee has worked hard in producing a good parents pack, and to improve policy and procedure documentation.
- Behaviour is managed well, with children being given lots of praise and encouragement.
- Staff have a kind and nurturing approach to children, and children enjoy being in their company. Staff also have good relationships with parents.
- Good hygiene systems are in place, as well as good safety systems for the arrival and departure of children.
- There are good toys and equipment available to children for their enjoyment, learning and fun.

What needs to be improved?

- provision of information to the regulator when circumstances change, e.g.

setting telephone number, and use of side room

- daily records of staff, and parents in attendance
- information provided in the child protection policy, complaints procedure, and special education needs policy
- the recording of fire drills
- the induction procedure, and staff's understanding of the setting's policies and procedures
- activity planning to ensure the differing abilities and ages of children are taken into account at all times.

Outcome of the inspection

Satisfactory

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 must take the following actions by the date shown

Std	Action	Date
4	make safe the side room for the care of children	01/08/2004
14	ensure a daily record is kept of the names of staff and volunteers looking after children	01/07/2004

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	improve staff induction procedures to ensure that new staff have a clear understanding of policies and procedures
3	ensure activity planning reflects the differing ages and abilities of children at all times
6	improve the recording of fire drills to provide greater detail about the process and outcome of the drill
12	ensure the complaints procedure informs parents of their right to contact Ofsted at any time if they have a concern about the setting; and that the

	procedure has the name, telephone number and address of the regulator
13	ensure the child protection procedure details what the setting should do in the event of a staff member having an allegation of abuse; and that the setting has the name and telephone number of the local social services department and police authority
10	provide further details in the special educational needs policy about the 'early years action' and 'action plus' stages of the 2001 Code of Practice

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

How effective is the nursery education?

Children are making generally good progress overall towards the early learning goals, and very good progress in communication, language and literacy; and personal, social and emotional development.

Teaching is generally good. Staff have a generally good knowledge of the Foundation stage curriculum, and planning ensures all six areas of learning are covered equally. Planning does not however, sufficiently ensure all clusters in each area of learning are covered and re-visited frequently to secure learning. A good range of activities are provided for children's learning, however these are not always sufficiently differentiated to support the differing needs of three and four-year-olds. There is a good balance between child-initiated and adult-led activities, however adult-led activities do not always group children appropriately to ensure the needs of the differing age groups are met. A recently introduced key worker system is improving the observation and assessment of children's progress through the stepping stones, however this has yet to filter through to curriculum planning.

Leadership and management is generally good. Since the last inspection there has been a change of staff group. Current staff are being supported well by the management committee in the provision of training opportunities to become qualified early years practitioners and in learning the foundation stage curriculum. Staff meetings are held regularly, and give good support to staff in their day-to-day practice. The committee has recently introduced a formal staff appraisal system.

Partnership with parents is generally good. Parents are given good verbal feedback about the activities their child has undertaken, and they receive a yearly report on the progress of their child. However, apart from partnership with the reading scheme; there is insufficient dialogue with parents regarding their child's 'next steps' in learning and how this can be supported at home.

What is being done well?

- Staff enjoy working with children. They value what children say and do, and give good praise and encouragement. Children's self-esteem is supported well through displays of their work.
- Partnership with parents regarding children's progress in reading and linking sounds and letters effectively supports children's very good progress in this area.
- Children have a wide variety of activities available for learning and play. Very good use is made of both the indoor and outdoor environment to promote learning.
- Children's behaviour is excellent. They enjoy the activities provided and play

well with their peers. They form very good relationships with staff.

What needs to be improved?

- observation and assessment to ensure curriculum planning more effectively differentiates the learning needs of three and four-year-olds
- curriculum planning to ensure all clusters in each area of learning are re-visited frequently to secure learning
- the grouping of children in adult-led activities to ensure the learning needs of three-year-olds are not compromised by the learning needs of four-year-olds and vice-versa
- links with parents to support children's progress through the stepping stones
- staff's delivery of music in the curriculum, with particular reference to exploration of sound and instruments

What has improved since the last inspection?

Generally good progress has been made in tackling the key issues identified in the previous report. These required the playgroup to improve the assessment of children's learning towards the early learning goals, and to improve children's awareness of the use of numbers in simple practical addition and subtraction activities. The setting has tried different assessment processes, however has recently introduced an assessment system that more effectively charts progress. This is still in its infancy and is not yet sufficiently supporting the planning process. The setting now has more resources available to support children's mathematical learning in terms of adding and subtraction, and uses number rhymes and songs to support this cluster of learning. Staff however, miss opportunities in routine activities to support learning in this area.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested and excited in the activities available to them, both indoor and outdoor. They have good levels of confidence and their self-esteem is nurtured through displays of their work around the playgroup. They form very good relationships with staff and their peers. They behave very well and demonstrate increasing independence skills through pouring their own drinks at snack time, and through making their own sandwiches.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children demonstrate very good progress in speaking and listening, with older children using conversational skills in discussion and role play scenarios. The playgroup is a print rich environment and children have good opportunities to write for a purpose e.g. in the hospital role play area. The 'letter of the week' supports children well in linking sounds with letters; and more able and older children are writing their names on their work. Children enjoy story time and have favourite stories.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children can count beyond 10, and can give meaning to the numbers being counted. Older and more able children recognise many numerals from 1-9, and can recognise them out of sequence. Children demonstrate a good knowledge of basic shapes and are learning early calculation through number rhymes. Older and more able children are not being sufficiently extended in mathematics, and staff miss opportunities in every day routines to support children's mathematical development.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have good opportunities to explore and investigate the world in which they live, and to explore their local environment. They are developing a growing understanding of their families and culture, and the cultures of others. They enjoy using intermediate communications technology in role play scenarios, and when using the computer. Children have good opportunities to design and build, however they are not always sufficiently differentiated for the ages of children in attendance

PHYSICAL DEVELOPMENT	
Judgement:	Generally Good
Children move well and with confidence. A variety of outside play opportunities are planned to help children develop specific skills. Good use is made of both small and large equipment including balancing and climbing equipment. They demonstrate good progress in throwing and catching skills. Children have a good sense of space, and the personal space of others. They are able to negotiate obstacles well. Insufficient attention is paid to health and body awareness.	

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children have good opportunities to explore colour, shape and texture through free painting, dough work, junk-modelling and collages. They enjoy singing and have favourite songs that older children can sing from memory e.g. 'five little ducks'. A volunteer provides children with very good musical awareness, however sessions by staff on musical instruments and sounds are not sufficiently thought through to support learning.	

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 children's observations and assessments more clearly link into curriculum planning to improve differentiation in both adult-directed and child-led activities for the differing ages and abilities of children
- ensure all clusters in each area of learning are re-visited frequently to secure learning
- further links with parents to improve parents understanding of their child's progress through the stepping stones and how they can support progress in the home environment
- increase staff's understanding of planning and delivery of music in the curriculum in respect of exploring rhythm, sound and instruments.
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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.