



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 220222

DfES Number: 547007

INSPECTION DETAILS

Inspection Date 30/03/2004
Inspector Name Kristin Hatherly

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Hackleton Pre School Playgroup
Setting Address Dudley Winterbottom Memorial Hall
Chapel Lane
Hackleton, Northampton
Northamptonshire
NN7 2AH

REGISTERED PROVIDER DETAILS

Name Hackleton Pre School Playgroup 1016388

ORGANISATION DETAILS

Name Hackleton Pre School Playgroup
Address Dudley Winterbottom Memorial Hall
Chapel Lane
Hackleton, Northampton
Northamptonshire
NN7 2AH

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

Hackleton Playgroup first opened in 1966. It operates from the Dudley Winterbottom Memorial Hall within the village of Hackleton, Northamptonshire. The group has access to a large hall, a smaller room and an outdoor play area. Hackleton Playgroup is a committee run group.

The playgroup is open on a Monday, Tuesday, Wednesday and Friday between 09.15 and 11.45 hours during term time only. The playgroup is registered to look after a maximum of 38 children. Children attend for a variety of sessions. The children come from the surrounding rural areas and the outskirts of Northampton.

There are five members of staff who either have, or are working towards, an appropriate childcare qualification.

How good is the Day Care?

Hackleton Pre-School Playgroup provides satisfactory care for children. The premises are warm and well maintained. Furniture, equipment and toys are appropriate for their purpose. Most records, policies and procedures are in place to support the safety, care and well being of the children.

Staff promote safety and are aware of potential hazards. There are clear arrival procedures which ensures the safety of the children. There are clearly defined procedures for emergency evacuation of the building in the event of a fire. Health and hygiene practices are maintained. Children are encouraged to learn about personal hygiene in order to prevent the spread of infection.

Generally, the range of activities and resources provided promotes children's learning. Children are able to participate in outdoor play throughout the session and have access to a range of large equipment. Staff listen to and value what children are saying and work successfully with children with special needs. There are clear routines to the sessions which help children to feel secure. Staff build positive relationships with the children, whose resulting behaviour is very good.

The playgroup develops good relationships with parents. Parents receive useful initial information about the setting. Parents report positively about the setting.

What has improved since the last inspection?

At the last inspection, the playgroup was asked to review and expand various policies and procedures, and the majority of these requests have been complied with appropriately to promote the safety, health and well being of the children. The person in charge has a level three qualification as requested. However, fresh drinking water is not available throughout the session and the child protection policy is not sufficiently detailed.

What is being done well?

- Staff build positive relationships with the children. They listen to and value what children say and provide consistent routines which results in very good behaviour.
- There is a range of activities, toys and resources both inside and outside. This promotes the children's emotional, physical, social and intellectual capabilities.
- Positive steps are taken to promote safety and prevent accidents, ensuring the children are safe both inside and outside in the play area.

What needs to be improved?

- resources, showing positive images of culture and disability
- the policies and procedures, to include a procedure for children who become ill at the setting, and by developing the complaints and child protection policies to include relevant information
- the availability of drinking water.

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

Std	Recommendation
7	Ensure that the policy about the exclusion of children who are ill or infectious includes procedures to be followed in the event of a child becoming ill whilst in day care and is discussed with parents.
8	Ensure that fresh drinking water is available to children at all times.
12	Ensure that the written complaints procedure includes the address and telephone number of the regulator.
13	Ensure that the child protection statement is based on the procedures laid out in the Government booklet "What To Do If You Are Worried A Child is Being Abused – Summary" and includes the contact names and telephone numbers for the local police and social services department.

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

How effective is the nursery education?

Hackleton Pre-School Playgroup offers a warm and welcoming environment where children are making generally good progress towards the early learning goals.

Teaching is generally good with minor weaknesses in some areas. Staff explain things clearly and build positive relationships with the children, whose resulting behaviour is very good. Although staff have knowledge of the early learning goals this is not always used effectively to inform the planning. The curriculum planning does not always make clear the learning intentions or how children will be engaged in practical activities, which build on what they already know and can do. The lack of any formal assessment process of children's development results in challenges set for the children not always being appropriate. Use of time and resources is well organised, but does not always support children to independently progress towards the early learning goals.

Leadership and management is generally good. The staff work together well as a team and sessions are well organised. Staff are committed to improving care and education through training and working with the Early Years Development and Childcare Partnership. However, there are few strategies in place to monitor and evaluate the provision for nursery education.

The partnership with parents is generally good. Parents are provided with good initial information. They are encouraged to be involved in the playgroup sessions. However, they are not well informed about their children's achievements and progress and this reduces their opportunities to support children's learning at home.

What is being done well?

- Staff have developed good relationships with the children enabling them to feel secure and enjoy their time at pre-school and results in very good behaviour. Children are encouraged to talk about past experiences and make connections with their learning through role play situations.
- Children speak clearly and confidently using language for a variety of purposes. They listen to stories with increasing attention.
- Children have access to a variety of resources and are able to complete simple programs on the computer to support their learning.

What needs to be improved?

- opportunities for children to link sounds to letters
- the range of mathematical activities involving calculation and problem solving in practical everyday activities

- opportunities for children to experiment with musical instruments, enjoy music and sing
- planning and resources to promote positive images of other cultures and beliefs throughout the curriculum
- the level of choice children have over resources to use in design and creative work so that they can express their own ideas and creativity
- information provided to parents about children's current achievements and future learning targets
- use of assessments, to plan the next steps of children's learning and to build on what children already know and can do.

What has improved since the last inspection?

not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

The children are happy, confident and well behaved. Generally, they are motivated to learn, showing an interest in the majority of activities provided. There are insufficient opportunities for children to select resources independently to extend their learning. Children follow a daily routine, working effectively together in groups and individually. The children are developing very good relationships with other adults and each other.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children speak clearly and confidently, using language for a variety of purposes. They are confident to speak in familiar groups describing home and past experiences and during role play. They handle books and listen attentively to stories. However, opportunities for children to link letters to sounds and enjoy singing and rhymes to enhance their vocabulary are limited.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

All children show an interest in number and count spontaneously and confidently to 10 and beyond. They are starting to recognise written numerals. Children discover the property of shape through construction and craft activities. They explore capacity through sand and water play. Opportunities for children to solve simple problems and use calculation in every day situations are limited.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Significant Weaknesses

Children are beginning to develop an understanding of time and place through discussion with staff. They use the computer effectively to extend their learning. However, there are insufficient opportunities for children to explore the natural environment, investigate how things work or to design and build independently. Children are developing some knowledge of other cultures and beliefs, however these experiences do not fully extend their learning in this area.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are developing their gross motor skills through the use of a range of large play equipment. They move confidently with increasing control and co-ordination. The children show an awareness of their own and others personal space during activities and when playing together. They are able move in a variety of ways during games activities at the end of the session. However, children are not often challenged to extend and experiment with different ways of using the large equipment.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children take part in a variety of activities. They paint, draw, and construct. However, children do not have sufficient opportunities to explore and express their own creative ideas. They use their imaginations, exploring their ideas through role play situations, small world resources and during sand and water play. However, there are very limited opportunities to enjoy music.	
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

- the range of mathematical activities involving calculation and problem solving in practical everyday activities
- opportunities for children to experiment with musical instruments, enjoy music and sing
- the level of choice children have over resources to use in design and creative work so that they can express their own ideas and creativity
- develop the assessment process and use this to inform planning to ensure that children progress.
- planning and resources to promote positive images of other cultures and beliefs throughout the curriculum
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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.