



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 139164

DfES Number: 520405

INSPECTION DETAILS

Inspection Date 24/03/2004
Inspector Name Kim Mundy

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Uxbridge Centre Playgroup
Setting Address Uxbridge Centre Playgroup
The Greenway
Uxbridge
Middlesex
UB8 2PJ

REGISTERED PROVIDER DETAILS

Name The Committee of The Committee of the Uxbridge Centre

ORGANISATION DETAILS

Name The Committee of the Uxbridge Centre
Address Uxbridge Centre Playgroup
The Greenway
Uxbridge
Middlesex
UB8 2PJ

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

Uxbridge Centre Playgroup opened in 1984 and the provider of this setting is the committee of the Uxbridge Centre. It is situated in a residential area bordering Uxbridge and Cowley and it is held in a large church hall with access to toilets and a kitchen directly off the hall.

The group is run by two leaders who will be completing the National Vocational Qualification (NVQ) level 3 Childcare and Education in April 2004. There are two assistants, one is currently working towards NVQ level 2 and the other will be commencing in September.

The group opens from Monday to Friday 9:15am to 11:45am term time only. There are currently 36 children on roll who attend various sessions. This includes 9 funded 3-year-old children. The group provides support for children with special needs and English as an additional language.

The group follows traditional methods of teaching and it receives support from the Hillingdon Early Years Development and Childcare Partnership. The group is also a member of the Pre-School Learning Alliance.

How good is the Day Care?

Uxbridge Centre Playgroup provides satisfactory care for children from two to under five years.

The staff work well together as a team and there are effective communication systems in place, for example, weekly staff meetings. Suitable recruitment procedures are in place and all of the staff have been police checked. The staff work well in partnership with other professionals, to support children within the setting. Each member of staff is responsible for the care and development of a small group of children. Most of the required paperwork is in place, it is accurate and up to date.

There is a range of interesting activities on offer and the children are well occupied.

There is a good range of toys, furniture and equipment available. Children have good opportunities to make progress in all areas of their development. The staff are very kind and caring and they ensure that children's individual needs are met. Staff manage children's behaviour very well and this helps the children to be highly involved in most activities.

Staff place a high priority on safety for the children at this group and thorough safety checks are carried out. The premises are clean and well maintained. Children have nutritious snacks, for example, fruit and milk. Most of the staff hold a current first aid certificate and emergency first aid is administered to the children. Staff know the correct procedures to follow if concerns are raised regarding child protection.

Partnership with parents is satisfactory. The settings policies and procedures and plans of activities are not displayed for parents. A formal system needs to be developed to give feedback to parents about their child's progress. Some good information about the setting and a termly news letter is available to parents. Staff have good relationships with parents and there is a parent rota system to encourage them to help out in the setting.

What has improved since the last inspection?

At the last inspection the setting was required to develop a system to record medication administered to children. This is now in place and parents can be assured that the correct medication is administered to their children.

What is being done well?

- The staff work well as a team, they are kind, enthusiastic and the children are well cared for.
- There is a wide range of toys and resources to help the children to make good progress in all areas of their development. Staff have a good understanding of how children learn and develop.
- There is a strong emphasis on safety at this setting. Relevant policies are in place and procedures are carried out to ensure the children's safety at the setting.
- Staff place a high priority on ensuring that children's individual needs are met.
- Staff work well in partnership with other professionals to help them to provide suitable care and learning opportunities for individual children.
- The staff manage a range of children's behaviour sensitively, taking in to consideration their age and level of understanding.

What needs to be improved?

- the system for registering children and staff attendance on a sessional basis, showing hours of attendance. This will ensure that accurate and up to date

records are kept.

- the induction programme for staff, to ensure staff are given appropriate information about health and safety and policies and procedures.
- the organisation of toys and resources, to offer children further opportunities to develop their independence.
- parental access to policies and procedures and activity plans. This will ensure that parents are fully involved in their child's care and development.
- the providers' knowledge and understanding of the Protection of Children Act 1999. This will enable the staff to act appropriately, following the guidance of the Act.

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
2	develop a system for registering children and staff attendance on a sessional basis, showing hours of attendance. Ensure that all staff have induction training, which includes health and safety and child protection policies and procedures in their first week of employment.
3	provide further opportunities for children to develop their independence when selecting from a wider range of toys and resources.
12	ensure policies, procedures and plans of activities are available to parents.
13	gain knowledge and understanding of the Protection of Children Act 1999.

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

How effective is the nursery education?

Uxbridge Centre Playgroup offers a good quality provision, which helps children to make generally good progress towards the early learning goals. The children are making very good progress in physical development.

The quality of teaching is generally good and staff have a sound knowledge of the stepping stones towards the early learning goals. The staff offer a well-balanced curriculum. However, many activities are adult-led and this restricts children's opportunities to develop their independence. The evaluation of activities helps staff to identify the next steps for children's learning. The new assessment system for recording the children's progress requires further development. A key strength in communication, language and literacy is the staffs' ability to skilfully question and extend children's language and thinking. There is a very good range of toys and resources to support practical activities. Staff manage children's behaviour well and this helps the children to become highly involved in their play. There is a Special Educational Needs Co-ordinator at the setting and additional adult support is provided for children with special needs.

The leadership and management is generally good and staff understand their role and responsibilities. The joint leaders offer clear support and guidance. They identify the training needs of the staff and ensure that staff have opportunities to develop their skills. The staff work effectively as a team and there are good communication systems in place.

There are significant weaknesses in partnership with parents. Parents are given information about the curriculum when their child starts at nursery. However, on going information about the early learning goals and plans of activities is not readily available. Parents do not receive formal feedback about their child's progress. Staff have good relationships with parents who are encouraged to be involved in the setting.

What is being done well?

- Staff have a generally good understanding of the early learning goals and provide suitable activities to help the children to make good progress in all six areas of learning.
- Children have good opportunities to consolidate their learning when participating in activities.
- Children are able to handle books appropriately and show awe and wonder when stories are read to them. Staff present these in an exciting way which captures the children's interest and involvement.
- Children have good opportunities to explore number and calculation when participating in various activities and they use numbers confidently during

their play.

- Children have good opportunities to participate in role-play, music, song and rhymes. They are able to share and take turns. Some children are able to negotiate roles, for example, shop keeper, during imaginative play.
- The staff work well as a team and have established positive relationships with parents and children.

What needs to be improved?

- the children's opportunities to select from a wide range of resources, tools and materials.
- the provision of an equal balance of adult and child-led activities.
- the programme for communication, language and literacy to provide opportunities for children to practise writing as a purpose.
- the use of assessment, to provide detailed written observations of the children's progress towards the stepping stones, that are shared with parents.
- the availability of information to parents regarding stepping stones towards the early learning goals and plans of activities.

What has improved since the last inspection?

At the last inspection the staff were required to develop their knowledge and understanding of the early learning goals. Staff have attended relevant training and they have developed a sound knowledge of the early learning goals.

Staff have developed the curriculum planning, so that all aspects of learning are promoted and all children are included. This has helped the children to make good progress.

Staff have developed an assessment system. However, regular observations are required in order to provide detailed information to parents about their child's progress.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children make generally good progress in this area. They are developing good relationships with adults and each other. Children are well-behaved, able to share fairly and to take turns. They have a developing understanding of different cultures and beliefs as they celebrate various festivals. Children have some good opportunities to develop their independence. However, this needs to be developed further as activities are generally adult-led.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children's progress in this area is generally good. They are developing their thinking and language as staff skilfully question and offer new vocabulary. Children have some good opportunities to practise their pre-writing skills. However, further opportunities are required to encourage writing for a variety of purposes. Children have many opportunities to recognise letters and their names. They understand that print carries meaning when using books and pointing out words in the environment.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children make generally good progress in mathematics. Children are beginning to count confidently and they have many good opportunities to consolidate their learning during practical activities. Children are developing their understanding of simple addition and subtraction during songs and rhymes and when grouping objects. They have some good opportunities to weigh, sort and sequence. However, adult-led activities restricts children's access to resources.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children make generally good progress in this area. Children have good opportunities to investigate and explore living things, for example, stick insects and frog spawn. They are able to build and construct with increasing confidence, for example, when using sand, bricks and play dough. Children are developing an understanding about a sense of time through daily routines. They have good opportunities to use magnifying glasses, tape measures, calculators, telephones and keyboards.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children make very good progress in this area. They move confidently, safely and imaginatively when climbing, balancing and scrambling. Children steer wheeled toys with increasing control. They have very good opportunities to learn about healthy living and they enjoy exercise to keep fit and healthy. Children are using a range of small and large equipment with increasing control, for example, rolling hoops and cutting with scissors.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children make generally good progress in creative development. They have some good opportunities to explore colour, shape, space, texture and form. However, their imagination and creativity is sometimes restricted as a wide range resources is not generally freely available. Children have good opportunities to learn using their senses, for example, touching sticky buds. They have many good opportunities to explore musical instruments, songs, rhymes, movement and imaginative play.

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

- plan the six areas of learning to offer the children opportunities to select from a wide range of resources, tools and materials that promotes their development. Provide an equal balance of adult and child-led activities to promote further independence, creativity and imagination.
- provide opportunities for children to practise writing as a purpose, for example, lists, stories and notebooks.
- develop the use of assessment, to provide detailed written observations of the children's progress towards the stepping stones of the early learning goals.
- develop partnership with parents, so that the children's progress towards the stepping stones of the early learning goals is thoroughly shared with parents. Ensure that parents are well- informed about the stepping stones towards the early learning goals and plans of activities.

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.