



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 221857

DfES Number: 518798

INSPECTION DETAILS

Inspection Date 09/12/2003
Inspector Name Susan Christine Mcguire

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Hemingford Grey Playgroup
Setting Address St. Ives Road
Hemingford Grey
Huntingdon
Cambridgeshire
PE28 9DU

REGISTERED PROVIDER DETAILS

Name The Committee of Hemingford Grey Playgroup 292929

ORGANISATION DETAILS

Name Hemingford Grey Playgroup
Address St. Ives Road
Hemingford Grey
Huntingdon
Cambridgeshire
PE28 9DU

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

Hemingford Grey Playgroup opened in its present building in 1993. It was originally established in 1974. It operates from its own mobile building in the grounds of Hemingford Grey Primary School. The group serves the local area.

There are currently 39 children from 2 to 5 years on roll. This includes 6 funded 3 year olds and 4 funded 4 year olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs and none who speak English as an additional language.

The group opens 5 days a week during school term times. Sessions are from 9.00am until 12.00pm. From January to July there are also afternoon sessions from Tuesdays to Thursdays, from 1.00pm until 3.30pm.

3 part-time and 1 full-time members of staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. The setting receives support from a mentor from the Early Years Development and Child Care partnership (EYDCP).

How good is the Day Care?

Hemingford Grey Playgroup provides satisfactory care for children.

Staff place a high importance on training and continually update their skills by attending relevant courses. They create a welcoming environment for children and parents by the use of cheerful displays. Accurate, up-to-date records are kept, and all required documentation is in place.

Staff are generally aware of safety issues and keep children safe by managing access to the premises well. There is currently no formal risk assessment procedure, however. Children are encouraged to have regard for their personal hygiene, for example, using tissues and washing hands after the toilet, but the system for dry handwashing before snack is not being used effectively by all children. Snacks are

healthy and nutritious.

Planned activities are generally appropriate, well-resourced, and offer challenge to the children. Whole-group activities do not always take into account the level of development of all children present, for example, Kim's game. Staff have good relationships with children but there is an inconsistent approach to behaviour management, so children are not given clear boundaries. Staff provide opportunities for children to learn about different cultures, and are proactive in adapting activities for children who have special needs.

Parents are well-informed about the setting through access to policies, and about their children through daily, informal discussions. Certain policies contain information irrelevant to the setting, however, and others do not fully meet the requirements of the national standards. Rota parents seem confident in their role.

What has improved since the last inspection?

N/A

What is being done well?

- Staff have good relationships with the children and parents feel welcome in the setting.
- A good range of activities are provided to support the children's play and learning.
- There is a good range of resources which reflect the multi-cultural nature of society, and which help the children to explore their feelings e.g. baby dolls with expressive faces.
- Staff adapt activities well, to include children who have special needs.

What needs to be improved?

- the organisation of whole group activities, so that the age and stage of development of the children involved, is taken into account
- the risk assessment procedure, so that it is written down and reviewed regularly
- hygiene procedures, so that children have an effective method of handwashing before snack time
- behaviour management, so that all staff use a consistent approach, and give children clear boundaries
- the content of the policies, so that they reflect the practice of the group and include the requirements of the national standards, with special reference to the complaints and child protection procedures.

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	Ensure that whole group activities meet the needs of all children.
6	Carry out a risk assessment of the premises and decide on actions to be taken to minimise identified risks.
7	Establish effective routines for handwashing before snacks are taken.
11	Ensure that staff have a consistent approach to behaviour management.
12	Update the complaints procedure so that it reflects the role of the registering body.
13	Add to the child protection statement, a procedure to be followed in the event of an allegation being made against a member of staff.
14	Review policies so that they reflect the practice of the setting and comply with the requirements of 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 Hemingford Grey Playgroup is good. It enables children to make very good progress towards the early learning goals in their physical development and generally good progress in all other areas of learning.

The quality of teaching is generally good. Staff create a relaxed atmosphere in which children are confident to select activities. They have a good understanding of the Foundation Stage and the early learning goals, but they miss opportunities to extend learning in everyday activities. Assessment is used effectively to inform short term plans for children, although long term planning does not show how it covers the six areas of learning. Staff generally work well as a team, but there is an inconsistency between staff in behaviour management. Whole group activities are not always appropriate to the stages of all children in attendance. Staff ensure that activities are adapted to include children who have special needs.

Leadership and management is generally good. The committee's role is to support the running of the group and to maintain the premises. There are procedures in place for the induction and recruitment of new staff. Monthly meetings with staff keep the committee informed of developments. Staff meet together regularly and all are involved with the planning. There is no system for staff appraisals, and no self-evaluation is carried out so future plans are identified. The management have a limited understanding of the Foundation Stage and the areas of learning, so they rely on the staff to monitor the children's progress.

The setting generally work well with parents who feel welcome within it. Rota parents are confident in their role. Parents are involved in their child's learning by being invited to share what they know about their child, and they have good feedback about their child's progress. They have access to information about the setting which includes details of the areas of learning.

What is being done well?

- Children's physical development is very good. The use large equipment well and are becoming efficient in the use of a variety of tools.
- Staff have a good knowledge of the Foundation Stage and the early learning goals in all areas of learning.
- Children's independence skills are being fostered well, and they are learning to share and take turns, and to look after their personal needs.

What needs to be improved?

- opportunities for children to count and problem-solve in everyday situations

- long-term planning, so that it shows how the six areas of learning are covered.

What has improved since the last inspection?

Generally good progress has been made with the key issues from the last inspection. Planning has been improved so that it is linked to the early learning goals, although not long term, and staff understand the learning intentions of planned activities. Assessment is used effectively to inform short term plans for individual children, and these are set to a level appropriate to the child's development.

Parents are provided with information about the six areas of learning and weekly plans are displayed.

Children are given frequent opportunities to practice forming letters and numerals.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Most children separate from their carers with ease and are confident to choose activities independently. They are learning to share and take turns, especially during outdoor play. Older, more able children persist with challenging tasks e.g. dressing dolls. Staff encourage children to take care of their personal needs e.g. putting coats on. Staff do not have a consistent approach to behaviour management. There are limited opportunities for children to become confident to speak in large groups.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children enjoy group stories and access books in the book-corner for pleasure, often asking an adult to read to them. Children are learning that language has meaning through labelling in the room, and by following instructions e.g. computer. They are given frequent opportunities for name-recognition during sessions. A variety of mark-making tools are available and staff take opportunities to introduce new vocabulary. Children have limited opportunities to write during role-play.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children recognise shape and colour and can recreate simple patterns e.g. peg boards. Counting forwards and backwards is reinforced in number songs and rhymes, and older more able children can recognise numerals displayed in the room. Positional language is introduced by staff e.g. thicker, thinner, above and below during 'angel' craft activity. Staff miss opportunities to count and problem-solve in everyday activities, and to extend mathematical thought in activities such as the sand-tray.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children show interest in their surroundings and enjoy looking at objects on the topic table using magnifying glasses. They use the computer and programmable toys confidently. Frequent cooking activities enable children to explore how things change. A sense of place is given through topic work which explores the local environment and festivals of a variety of cultures are celebrated in season. The weather and day of the week is not discussed daily, and maps are not often used.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are confident to climb, crawl, pedal, balance and jump and equipment for this is used regularly. Children show a good awareness of their own space, and that of others, in outdoor play. Planned topic work introduces children to health and body awareness. A range of tools are used by children with increasing confidence e.g. scissors. Threading and manipulative activities are chosen freely by children and enjoyed.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children enjoy moving to music and have regular access to a range of musical instruments. They join in with familiar songs enthusiastically. Role play is chosen as a free-choice activity and children involve each other in small-world play. Children's free art work is valued by staff and displayed. Children have limited choices within adult-led craft activities, however.

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

- provide opportunities for children to count and problem-solve in everyday activities.
- ensure that long term planning shows how the six areas of learning are covered.

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.