



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 226861

DfES Number: 581891

INSPECTION DETAILS

Inspection Date 01/04/2004
Inspector Name Fiona Stephenson

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Belgrave Playgroup
Setting Address Belgrave Neighbourhood Centre
Rothley Street
Leicester
Leicestershire
LE4 6LF

REGISTERED PROVIDER DETAILS

Name The Committee of Belgrave Playgroup

ORGANISATION DETAILS

Name Belgrave Playgroup
Address Belgrave Neighbourhood Centre
Rothley Street
Leicester
Leicestershire
LE4 6LF

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

Belgrave Playgroup opened in 1979. It operates from the first floor of the Belgrave Neighbourhood Centre in room number 7. The playgroup serves the community living in the Belgrave area of Leicester.

There are currently 26 children from two to three years-of-age on roll. This includes six funded three-year-olds. The setting supports a number of children who have English as an additional language, and has experience of working with special needs.

The group opens five days a week during school term times from 09:15 to 11:45. Children attend a variety of sessions. The playgroup also operates a summer play scheme for three weeks in the school summer holidays.

Six staff work with the children. All have early years' qualifications to NVQ 2 or 3. The setting receives support from the Leicester Early Years' Development and Childcare Partnership.

How good is the Day Care?

The playgroup provides good quality sessional care for children. There are good adult:child ratios, and all staff are qualified. There is no outside play, although the provision of good quality resources and effective room planning ensures that sufficient space is made available and good emphasis is given to this aspect of children's development. The premises are safe, and provide a welcoming environment. There is a good range of equipment, toys and furniture for children's use, all in good condition and well maintained. Policies and procedures are generally in good order.

Positive steps are taken to promote safety and to promote health and hygiene. Good personal hygiene practice with children is encouraged at snack time, and the setting puts the needs of children first if they are ill. Children are provided with regular drinks throughout the session, and they have good nutritious snacks, such as fruit, at

snack-time. The individual needs of children are well catered for, with the setting actively promoting equal opportunities and anti-discriminatory practice. The setting has a special needs co-ordinator and policy; however the policy is not easy to use and does not make sufficiently clear to staff or parents the procedures for the identification and assessment of special needs. Staff have a good understanding of child protection.

Staff plan activities well to support children's play and learning. They demonstrate enjoyment in working with children, and have a kind and caring approach to the children in their care. They react well to children's thoughts and feelings, and work hard to create a stimulating environment for them. Staff use praise and encouragement to support good behaviour and children, in turn, behave well.

Partnership with parents is good. Staff speak to parents daily about the care and learning of their child. There are written systems in place to support parent's awareness of playgroup activities, policies and procedures.

What has improved since the last inspection?

At the last inspection, the setting agreed to ensure all staff had submitted the relevant forms and go through staff clearance procedures. This has been completed. It was asked to ensure the arrival and departure times of children are written into the register, and this system is now in place. The medication policy now makes it clear what medication will and will not be administered by staff; and the child protection policy is consistent with the local area child protection committee guidance.

What is being done well?

- Staff are kind and caring, and manage children's behaviour well.
- Parents are given good feedback through daily discussions and written information.
- Good quality equipment and play resources are provided.
- The use of space to provide a stimulating environment, which also compensates for the lack of outdoor opportunities.
- The promotion of equal opportunities and anti-discriminatory practice.
- The use of snack-time to provide children with nutritious snacks, such as fruit.

What needs to be improved?

- the special needs policy, and staff awareness of the procedures relating to the identification and support for children with special needs.

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 |
|-----|---|
| 10 | ensure that the written statement about special needs is clear and easier to understand for both staff and parents, and implement this. |

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 towards the early learning goals overall. However in communication, language and literacy, mathematical and physical development, children are making very good progress.

The quality of teaching is generally good. Staff have a growing knowledge of the Foundation Stage, which they use well to direct activities with children. Most methods used to teach children are suitable and the challenge in activities is appropriate. Children behave really well, they respond positively to the clear and consistent boundaries set by the staff. Resources are used well to support children's learning, particularly in physical play. Staff sensitively support children well in learning English. Staff observe children's development regularly, however they do not yet chart children's progress towards the early learning goals. Plans are developing well and show activities covering the six areas of learning and different learning intentions for different children. However, there are no clear links to the assessment of children's progress, nor are all aspects of the six areas regularly covered.

Leadership and management is generally good. The manager and deputy work well together, using each other's strengths to the benefit of the group. They are well supported by an active management committee. They have developed good systems for evaluating their educational provision and are committed to improving the service offered to all children. However, they have no formal systems for assessing their strengths and weaknesses, which means that they lack a clear focus for future developments.

Partnership with parents is generally good. Parents enjoy good relationships with the staff and receive useful information about the setting and their children, although they are unable to show parents the progress children are making towards the early learning goals. Parents are not actively involved in their children's learning.

What is being done well?

- Children's physical development is fostered well in both small and large body movements.
- Children speak confidently and are making very good progress in learning English as an additional language.
- Mathematics is promoted well; children are interested in counting and using shape in their play.
- Staff support children in learning English very well; they make good use of community languages to enhance children's understanding.

What needs to be improved?

- the assessment of children's progress towards the early learning goals
- plans which link clearly to children's progress and which covers all aspects of the six areas evenly and regularly
- personal and social development, particularly children's independence skills
- partnership with parents, particularly their involvement in their children's learning.

What has improved since the last inspection?

At the last Nursery Education Inspection, the setting was asked to ensure that their documentation reflected current educational practice.

Since the last inspection, the setting has made very good progress and now ensures that all the documentation in use refers to early learning goals and the six areas of learning, rather than desirable learning outcomes.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are keen and eager to learn. They leave their carer confidently and share warm relationships with peers and staff. They behave really well and are aware of the boundaries in the group. They have a growing sense of belonging to the group and their families. While children are willing to tackle some self-help tasks, they have less experience of acting independently in the group or of using their own initiative.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are willing to speak in the group and have a growing vocabulary of English words. They listen well to stories and can follow simple instructions. Children are very keen to sing and play with rhyme. They enjoy books, handle them carefully and ask for favourite ones. Some more able children are beginning to give meaning to their drawings and paintings. They hold pencils well and a few children are beginning to write some recognisable letters in their names.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children can count well by rote up to 10. They enjoy using numbers in their play, pretending to measure objects. They have a good knowledge of shapes and are aware of the shapes of everyday objects, such as the traffic lights. Children enjoy threading beads and are beginning to recognise patterns. Most children are beginning to show an interest in very simple mathematical problems and recognise when they have two sets of objects of the same number.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are keen to know how things work and to explore differences in materials such as water and sand. They are developing good joining and designing skills. They are interested in technology and are able to operate simple cause and effect toys. Children have a lively interest in familiar people and significant events. They have a developing knowledge of other cultures through celebrating festivals, but are less aware of the world in which they live or of exploring nature.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children love to move around the room in a variety of ways, using the frame to develop their climbing skills. They can negotiate skilful pathways around objects and are able to find spaces to sit and play well. Their large body movements are good; they enjoy stacking the large blocks in different ways. Children's small body movements are well developed; they manipulate dough and thread beads competently. Children are aware of their own needs and are developing an awareness of healthy practices.

CREATIVE DEVELOPMENT

| | |
|------------|----------------|
| Judgement: | Generally Good |
|------------|----------------|

Children enjoy using colour in their paintings and drawings. They enthusiastically create models and pictures from their own ideas. Children's imaginative skills are good; they enjoy watching and copying adults and improvise resources to support their play. Children enjoy singing and use some music, particularly when celebrating festivals, although their ability to recreate movement to music is less well developed, as is exploring the environment using their senses.

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

- develop a system to assess children's progress towards the early learning goals which clearly links to planning. Ensure plans cover all aspects of the six areas, which are regularly revisited to secure children's learning
- develop ways to actively involve parents in their children's learning
- ensure that children's personal independence skills are fostered through planned and routine 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.