



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 101520

DfES Number: 520455

INSPECTION DETAILS

Inspection Date 23/06/2004
Inspector Name Karen Elizabeth Screen

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Uley Playgroup
Setting Address Village Hall
The Street, Uley,
Dursley
Gloucestershire
GL11 5AL

REGISTERED PROVIDER DETAILS

Name Uley Playgroup 1055461

ORGANISATION DETAILS

Name Uley Playgroup
Address Village Hall
The Street
Uley
Dursley
GL11 5AL

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

Uley Playgroup operates from Uley village hall, in a rural location on the outskirts of Dursley. The facilities include an entrance hall, main hall, side room, kitchen and toilets. Outside play areas include an enclosed semi-hardsurfaced strip to the side of the premises and an enclosed orchard to the rear. The group serves local villages and outlying areas.

The group are registered for 24 children and offer a variety of sessions to children aged between 2-years-9-months and 5 years old. There are currently 25 children on roll. Funding is received for 7, 3-year-olds and 17, 4-year-olds. The group support children with special needs. There are no children learning English as an additional language. Staff work with the Early Years and Childcare Service Foundation Stage Consultants and the Area Special Educational Needs Coordinator.

The group is open during school terms between 09.15 and 13.00 on Monday and Wednesday and between 09.15 and 12.00 on Thursday and Friday. Four members of staff work with the children. The leader holds an Open College Network (OCN) in Childcare and Education Level 2 and is working towards an Early Years Foundation Degree. Two assistants are working towards a National Vocational Qualification (NVQ) at Level 3. The third assistant has completed numerous childcare courses, many focusing on special needs. All staff are trained in child protection and first aid.

How good is the Day Care?

Uley Playgroup provide satisfactory care for children. There are effective procedures for appointing and vetting new staff and good strategies to ensure qualification requirements are met. Staff make very good use of available training courses to improve their practice. Space and storage facilities are organised well. Staff are not deployed to their best advantage during circle and snack time and some contact time with the children is lost through reorganisation of the room during the session. Some policies and procedures are very good, others need a little attention.

There are effective arrangements for the safe arrival and collection of children. Good

security arrangements are in place and are observed by staff and parents. Staff take effective measures to reduce hazards both inside and outside. The group have a good understanding of healthy eating and work in partnership with parents to meet children's dietary and religious needs. All staff have undertaken child protection training, but procedures surrounding confidentiality need tightening. Good procedures protect children from illness and infection, but there are weaknesses in hand washing arrangements and with recording parent's signatures when medication is administered.

Children form good relationships with staff and other children. All children are valued and included and staff strive to ensure children's individual needs are met. Staff manage children's behaviour in ways that promote their welfare. They provide interesting and stimulating activities which help children make progress in all areas of their learning. Staff identify children's achievements and any learning difficulties they may have, but these are not used effectively to plan the next steps in children's play and development.

Partnership with parents is good. Staff take great care to look after the children according to parents wishes. Parents value the friendly and approachable staff and the open door policy.

What has improved since the last inspection?

Not applicable because there were no actions raised at the last inspection.

What is being done well?

- Staff are committed to up-dating their knowledge and understanding through on-going training.
- The premises are very secure and there are effective arrangements for the safe arrival and collection of children.
- The staff have positive attitudes towards making good provision for children with special needs.
- Parents feel involved, valued, able and welcome to contribute to their child's development.

What needs to be improved?

- the management of staff, space and resources during transition times such as clearing up for snack time
- hand-washing procedures before eating
- procedures to ensure parents are asked to sign records of medicines administered to their children.

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	Look at ways to improve hand-washing procedures before eating to limit the spread of infection.
7	Ensure parents are asked to sign records of medicines administered to their children.

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

How effective is the nursery education?

Uley Playgroup provides good quality nursery education overall, that enables children to make generally good progress towards the early learning goals. The quality of teaching is generally good. Staff have built excellent relationships with children and promote self-confidence and a positive attitude in all children. Good support is given to children with special needs. The organisation of the environment does not encourage children to extend activities for themselves or to develop their own ideas. Staff make regular assessments, but these are not linked effectively to the stepping stones to help children to build on what they already know. There are weaknesses in the organisation of circle time and snack time.

Leadership and management is generally good. All staff are valued and included, they work well together and have developed a strong team spirit. Staff are clear about their roles and responsibilities in developing children's learning. Staff know the children well and are aware of which strategies work well with particular children. The leader is aware of the group's strengths and weaknesses and is actively seeking help and support with assessment and planning. Parent helpers do not always receive clear guidance about how to support children while they play.

Partnership with parents and carers is generally good. Parents value the friendly and approachable staff who know the children well. There are regular opportunities for staff and parents to discuss the children's progress and any concerns they may have. Parents receive regular newsletters and activity details, but are given little information about the Foundation Stage. Staff seek information about the children's family life and prior learning, but this is not fully exploited in planning, in order to build on what the children already know.

What is being done well?

- Children develop good relationships with staff and other children and are sensitive towards others. They are confident, cooperative, well behaved and independent. Staff are excellent role models.
- Staff provide children with good opportunities to use writing for a purpose, such as writing prescriptions for patients in the surgery.
- Children demonstrate a keen interest in numbers and counting and are given good opportunities to explore size, shape and comparison through activities and play.
- Staff provide interesting and stimulating opportunities for children to investigate their environment. The children enjoy using their senses to explore objects and materials in practical activities, for example seeing, touching, feeling and smelling the guinea pig, slow worm and rat.
- Staff plan and deliver a good range of opportunities for children to practise

skills which refine control and coordination. Most children competently use a range of small and large equipment such as scissors and a trampoline.

What needs to be improved?

- the management of circle and snack time, to enable all children to contribute and to express their feelings about personal or significant events
- the organisation of resources to enable children to extend more activities for themselves and to develop their own ideas through child initiated activities
- the information for parent helpers, about the learning intention of the activities they are supervising, such as the vocabulary they are introducing, or revisiting in order to consolidate learning
- the use of assessments, to inform planning for the next steps in children's learning.

What has improved since the last inspection?

There were no key issues raised at the last inspection, but the group was asked to give consideration to improving the following:

organise the use of resources more effectively to ensure all children use the books and climbing equipment regularly, and that grouping of children for outside play gives them sufficient space to move freely.

Generally good progress has been made since the last inspection. Staff plan a regular time in the day for children to choose a book to 'read'. However during this time there are few opportunities for staff to interact, model reading, or talk about books using appropriate vocabulary such as cover, author or page. Stories are read to the group only occasionally, therefore, children have few opportunities to learn how text works. Staff plan regular opportunities for children to use climbing equipment. As children practise large-scale movements such as climbing over, under, through, around and between, they are gaining confidence in what they can do and supporting other areas of their learning, for example new words and ideas. Staff plan some interesting, purposeful and stimulating activities both indoors and outdoors, which encourage children to move freely between the inside environment and the enclosed hard-surface strip of land to the side of the premises. Children make the decision when to play inside or outside, thereby making choices and developing their independence. Self-regulation of the number of children playing outside at any one time, works well, with sufficient space available for children to move freely.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children display high levels of involvement and work well as part of a group. For example, making an 'office' for the 'quarry site' from a large box big enough for several children to sit in at once. Children have a positive self-image and form good relationships with staff and other children. Some children feel unable to contribute, or express their feelings during circle time. Others lack awareness and practise in showing respect for other children's contributions.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children learn that writing is used for a purpose, such as following the instructions for making pizzas and checking to ensure that they have carried out the instructions properly. They know that print carries meaning and is a means of recording and communicating, for example, a child makes a library card for a member of staff who wants to join the library. Opportunities to encourage children to listen for individual sounds in words are not sufficiently exploited.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children show a keen interest in numbers and counting and are developing an understanding of addition and subtraction. Staff model and encourage the use of mathematical language. Children are beginning to talk about the shapes of everyday objects. A few know that the box containing the tomato puree is a cuboid and that the face of the box is a rectangle. Some challenges are set too high, such as asking children to estimate how many plastic teddies are needed to balance the scale at 250g.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children remember and talk about significant events. They show an interest in the world in which they live and are beginning to gain an awareness of their own culture and beliefs. Staff plan and provide good opportunities for children to handle objects and living things, such as snakes, snails and frogs, to help them understand textures, shape and feel. Staff provide good opportunities for children to construct for their own purposes, such as making a slide from a chair, box and a track.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are set interesting challenges to develop their physical skills. They balance along beams with bean bags on their heads and run under the parachute with their heads lowered. Staff are on hand to give support and to encourage new skills. Children show an awareness of healthy eating, such as informing staff that fruit is very good for you. Staff respond positively to children's awareness and extend with questions to develop their knowledge and understanding.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children are supported to develop their own ideas as they draw on their personal experiences and imagination, such as a child pretending to be a farmer planting the potatoes in her wheel barrow. Children are interested in what they see, smell, touch and feel, for example a child making a pizza comments that the pepper is cold and holds it to her face. There are few opportunities for children to extend activities for themselves and to develop their own ideas.

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

- continue to improve the management of circle time and snack time, to enable all children to contribute and to express their feelings about personal or significant events.
- ensure equipment and materials are readily available and well organised, to enable children to extend more activities for themselves and to develop their own ideas through child initiated activities.
- provide information to parent helpers about the learning intention of the activity they are supervising, such the vocabulary they are introducing, or revisiting in order to consolidate learning.
- continue to develop the use of assessments, to inform planning for the next steps in children's learning.

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.