



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 113840

DfES Number: 513097

INSPECTION DETAILS

Inspection Date 19/11/2003
Inspector Name Ann Long

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Worth Park Playgroup
Setting Address Christchurch Hall
Worth Park Avenue, Pound Hill
Crawley
West Sussex
RH10 3DE

REGISTERED PROVIDER DETAILS

Name The Committee of Worth Park Playgroup

ORGANISATION DETAILS

Name Worth Park Playgroup
Address Christchurch Hall
Worth Park Avenue
Crawley
West Sussex
RH10 3DE

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

Worth Park Playgroup is registered to provide sessional day care and is run by a committee of parents whose children attend the group. It operates from a church hall in Pound Hill, Crawley and serves the surrounding areas. The group have access to a small and a medium sized hall, a kitchen and toilet facilities. The playgroup provides care for 26 children over 2 years and under 5 years, who attend a variety of sessions each week. There are currently 31 children on the roll and of these, 2 have delayed speech and 3 speak English as an additional language. There are 26 children aged 3 years who are in receipt of funding.

There are 7 members of staff who work on a rota basis and all have relevant First Aid Certificates. Both supervisors have a relevant level 3 qualification in Early Years Childcare and Education. Another member of staff has just completed a training course and is awaiting confirmation that she has obtained a Diploma in Pre-School Practice (DPP). The staff receive support from a teacher/mentor from the local Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Worth Park Playgroup provides satisfactory care for children. Space is used appropriately to provide children with a variety of activities which they enjoy. There is a good range of toys and equipment for indoor play. In the absence of an outside play area, thought needs to be given as to how children can be encouraged to participate in daily physical exercise. This is a welcoming facility where children are closely supervised by a high ratio of staff. Consideration needs to be given to encourage staff to gain a recognised child care qualification in order to meet the minimum requirements. Documentation and procedures to support the organisation of the day care are available but some need to be reviewed to bring them into line with requirements under the National Standards.

Safety measures are in place and staff have good awareness of potential hazards within the setting. There are suitable procedures to promote the health and well being of children. Children are encouraged to have regular drinks and are given

suitable snacks. Staff endeavour to meet the needs of individual children and are aware of child protection procedures.

Staff work closely with the children, talking and listening to them as they take part in activities. Children are happy and settled. Effective methods of behaviour management ensure that the children generally behave well and feel valued.

Parents are made very welcome by the staff, allowing for daily exchanges of information about the children. Policies and procedures are available in a portfolio for the parents but some of these need updating. A notice board is used to display information and a termly news letter is distributed. A scrap book is used to display photographs of the children at play. All documentation required to support day care is stored securely and confidentiality is respected.

What has improved since the last inspection?

Children now belong to a key group with consistent staff. An operational plan is in place which shows how the resources are used to meet the needs of the children. Resources are now organised to support the children's play and learning.

What is being done well?

- The children have access to a wide range of toys and equipment.
- Security arrangements within the building ensure the safety of the children.
- The staff observe good hygiene practice and have appropriate procedures in place for dealing with children's accidents or illness.
- Children have freedom to select and pour their own drinks which encourages independence.
- Staff are proactive in ensuring that all children's special needs are catered for.

What needs to be improved?

- the number of staff with a level two qualification in childcare and education
- the updating of policies and procedures in line with requirements set out in the National Standards for Under Eights Day Care.

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 and implement an action plan detailing how at least half of all childcare staff will hold a level 2 qualification in childcare.
14	Ensure that all policies and procedures are updated to include requirements set out in the National Standards for Under Eights Day Care.

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

How effective is the nursery education?

The provision for nursery education at Worth Park Playgroup has significant weaknesses. Children make generally good progress towards the early learning goals in personal, social and emotional development and in mathematical development. However their progress in other areas of learning has significant weaknesses or is poor.

The teaching in the playgroup is weak. Staff support children with special educational needs and those who speak English as an additional language well. There are some good resources but they are not always used well. Some very good teaching is hampered by poor planning. Plans show unrealistic expectations and a limited understanding of the foundation stage. Staff make some very good observations of what children know, what they can do and what they understand, but these are not used to inform future planning and are not shared with parents.

There are weaknesses in leadership and management. The provider delegates all responsibility for the day to day running of the setting to the supervisor. She creates a warm, welcoming environment and staff are friendly and approachable. However, they lack understanding of the foundation stage of learning and how to implement it and receive little effective leadership in the planning and evaluation of activities. There are no systems in place to monitor staff performance.

The partnership with parents is weak. Staff provide parents with detailed written information before a child starts which is updated through a termly newsletter and a notice board. Feedback from parents is encouraged through a suggestions box. There are no formal arrangements to exchange information with parents on children's progress. Parents are not given information on how to extend their children's learning at home. Parents do not know about the foundation stage and are not given information on how to extend their children's learning at home.

What is being done well?

- Staff know children well and are sensitive to their individual needs. They use their knowledge of individual children very well to help them come in to playgroup confidently and to develop their self esteem.
- Staff are enthusiastic and work closely with children most of the time. Some aspects of teaching, particularly in mathematics, are of high quality.
- The playgroup is well equipped with some very good quality climbing apparatus. Staff ensure children have access to it regularly.

What needs to be improved?

- the leadership and management to ensure the quality of education provided is properly evaluated and monitored;
- staff training to ensure all staff have a thorough understanding of the foundation stage of learning, the stepping stones and the early learning goals;
- planning, assessment and record systems to show clearly what children are to do and learn, what they achieve, and what they need to do next.

What has improved since the last inspection?

At the last inspection the provider agreed to improve the provision for language and literacy by providing a story time at every session, increasing the range of good quality picture books provided and by improving the book corner. Children enjoy sharing stories with staff at story times and informally during the session. They are able to choose from a range of picture books although there are too many for children to choose easily and some are in very poor condition. The book corner is carpeted and children can sit comfortably on beanbags and cushions.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Staff are generally sensitive to children's needs and use some very effective techniques to help develop their social skills and independence. Children relate well to adults and share interests or seek help confidently. Staff use constructive behaviour management techniques and children generally behave well. Plans do not identify how activities and experiences will help children develop positive attitudes to learning.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Significant Weaknesses

Many children are confident, fluent speakers, they enjoy the comfortable reading corner and listen attentively to stories. Staff make some records of what children know and can do, but they are incomplete and not in place for all children. They do not show how children make progress along the stepping stones and are not used to plan for future learning. Some books are in very poor condition. Opportunities to write are poorly planned and children do not practice writing for different purposes.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Staff make good use of opportunities to count and compare numbers at snack time, and to compare size, shape and weight in planned activities. Some children are making very good progress. They can count, recognise numerals and use their understanding to solve number problems. However, plans do not clearly identify what children are to do and learn. Staff make some very good observations but they are not linked to the stepping stones or used to plan future learning.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Poor

Staff teach children to handle tools such as scissors and glue spreaders well and encourage independence. Children learn about different cultures. For example, parents share how they celebrate festivals such as Divali at home. Some teaching is ineffective because learning intentions are unclear. Children have insufficient opportunity to learn about technology and how things work, and there are no plans to show how they develop a sense of place or time.

PHYSICAL DEVELOPMENT

Judgement: Poor

Staff teach good hygiene habits and reasons for them. They teach children to use everyday tools such as scissors well. The use of available resources for large motor skills is not planned effectively which limits how they are used by children. For example, the climbing frame is not adapted for different age groups or to extend children's learning in other areas. Staff do not plan how to teach children to use equipment such as balls and quoits so children are unable to develop their skills.

CREATIVE DEVELOPMENT

Judgement:	Significant Weaknesses
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Children enjoy using different tools and techniques working in two and three dimensions. Staff provide some interesting activities but vague planning limits the effectiveness of the teaching. Staff do not plan for purposeful imaginary play and fail to understand some areas of learning. The lack of clear learning intentions restricts children's creative development.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable but has some significant areas for improvement. Children progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- improve the leadership and management to ensure the quality of education provided is properly evaluated and monitored;
- plan and implement a programme of staff training to ensure all staff have a thorough understanding of the foundation stage of learning, the stepping stones and the early learning goals;
- improve plans, assessments and record systems to show clearly what children are to do and learn, what they achieve, and what they need to do next.

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.