



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 220279

DfES Number: 522490

INSPECTION DETAILS

Inspection Date 23/06/2003
Inspector Name Coral Hales

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Playmates Playgroup (Raunds)
Setting Address Caretakers Bungalow
Windmill School, Windmill Lane
Raunds
Northamptonshire
NN9 6LA

REGISTERED PROVIDER DETAILS

Name The Committee of Playmates Playgroup (Raunds) 1028557

ORGANISATION DETAILS

Name Playmates Playgroup (Raunds)
Address Caretakers Cottage, Windmill School
Windmill Lane
Raunds, Wellingborough
Northamptonshire
NN9 6LA

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

Playmates Playgroup is a committee run community group with charitable status, which opened in 1991 and moved to its current premises in January 2001. The Playgroup is based in the former caretaker's house in the grounds of the local primary School in the small market town of Raunds.

The playgroup is registered for 21 children from two years to under five years. Children can attend from the age of two-years-nine-months. There are currently 58 children on roll. This includes 21 funded four year olds and 16 funded three year olds. The group is able to support children with special needs. There are no children who speak English as a second language. Children attend for a variety of sessions.

The group opens five mornings a week during school term time and two afternoons which increases to five at certain times in the year when there is sufficient demand. Sessions are from 09.10-11.40 and 12.30-15.00.

Six part-time staff work with the children throughout the week, with a minimum of four on duty at every session. Three staff hold an appropriate early years qualification, and one is currently on a NVQ level three training programme.

The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership and the group is affiliated to the Pre-School Learning Alliance.

How good is the Day Care?

Playmates playgroup provides good care for children.

The premises are safe and secure and have been imaginatively decorated to create a warm and welcoming environment. The space within the playgroup has been well organised to meet the needs of the varying age groups. Staff give high priority to ensuring children are safe both inside and outside the playgroup and they are well supervised at all times.

A broad range of interesting activities is provided throughout the sessions. All children take part in regular outdoor activities. Staff consistently praise and encourage children and take account of the opportunities that arise to extend their learning. As a result children are involved and interested in their activities. The children respond well to the clear boundaries and guidelines set by staff and are well behaved.

There are clear policies and procedures in place with some minor exceptions. Staff work well together as a team and have identified areas for development, including the induction process for new staff into the group and knowledge of child protection issues.

The partnership with parents is good. Regular information is sent out to parents about forthcoming events, topics and themes. Parents comment positively about the quality of care of their children at the playgroup.

What has improved since the last inspection?

All actions raised at the last inspection have been completed as required.

Staff have developed plans and systems to identify staff training outcomes to work towards qualification requirements. They have updated policies on medication, complaints and the chairperson has updated the parents information leaflet. The group now have a designated member of staff for child protection and she is awaiting training.

What is being done well?

- Staff group and manage the children well and show a good knowledge of the different stages of learning.
- Children and staff work well together. The children are happy, confident and are progressing well.
- Staff have effective systems in place which offer very good levels of support to children with special needs and to their parent or carer.
- The partnership with parents is good. Regular information is given to parents about current topics and themes.
- Good systems are in place to ensure that children are safe at all times and hazards are minimised.

What needs to be improved?

- the system used for inducting new staff;
- staff's knowledge of child protection procedures and issues;
- the statement of procedure to be followed if a parent fails to collect a child or a child is lost.

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
2	Continue to develop a system to ensure all staff have a full induction in the first week of their employment.
9	ensure that children have an appropriate range of activities and resources that promote equality of opportunity and anti-discriminatory practice
10	ensure staff attend basic Senco training as required.
13	develop (staff's) knowledge and understanding of child protection issues
14	Develop a statement of procedure to be followed if a parent fails to collect a child or a child is lost.
12	Continue to develop a system to effectively share children's records of progress with the parents.

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

How effective is the nursery education?

Playmates playgroup offers generally good quality nursery education where children enjoy learning through a range of interesting and age appropriate activities. The staff have a commitment to children's learning and use effective teaching methods to help the children to make generally good progress towards the early learning goals in all six areas of learning.

The quality of teaching is generally good. Staff have a generally good knowledge of the foundation stage enabling them to plan an interesting and appropriate range of topics and activities. Staff praise what children do well building up the children's confidence and self-esteem. The staff are well deployed with the emphasis being given to teaching through practical activities. Planning continues to be developed. Assessment sheets are in place but these do not clearly show children's progress and do not consistently show how children move on to the next stage of their learning. At present there are no children attending with special educational needs, however there is a very effective system in place to provide good support.

Opportunities for children to develop their knowledge of information technology through use of simple equipment are limited and children also have limited opportunities to begin to develop an understanding of other cultures.

Leadership and management is generally good. The staff have a good knowledge and understanding of early years practice and are clear about their roles and responsibilities. They ensure that this shared understanding is used well and they have a commitment to ongoing staff development.

The partnership with parents and carers is generally good. New systems of communication have been created and parents now receive good information about the educational provision. However there are limited opportunities for parents to discuss the progress of their child with staff.

What is being done well?

- The special educational needs co-ordinator has developed very effective systems to offer good support to children with special needs.
- Resources are effectively used by the children and these support and reinforce their learning.
- Children are given many opportunities to develop their physical skills, both indoors and outside.
- Staff support the children well in all areas of learning. They offer praise and encouragement and use a good variety of teaching styles. This encourages the children to think for themselves, and to start developing their

independence.

- Staff are enthusiastic, motivated and knowledgeable and extend the children's learning well.
- Children are happy, confident, interested and motivated to learn. Children have good relationships with each other and with adults.
- Staff are keen to use their knowledge of the local community to extend the children's understanding of the local environment.

What needs to be improved?

- the system used for assessments and observations;
- the opportunities for parents to discuss children's progress;
- the programme for knowledge and understanding of the world in two areas:
- to ensure that children have opportunities to know about and use everyday technology and to ensure that children have knowledge of other cultures and festivals celebrated in the wider world.

What has improved since the last inspection?

There were no key issues to address from the last inspection only points for consideration. The planning documents have been further developed and several new systems have been tried. This is an ongoing issue and other systems are still being developed.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are interested, curious and motivated to learn. They speak well in familiar groups, are confident and play well together. They negotiate with each other, are polite and well behaved. Children help each other with routine tasks. They are developing good concentration skills and are able persevere with tasks. They initiate activities and select resources independently.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are fluent speakers and use their increasing vocabulary well to describe their thoughts and ideas. Regular use of name cards ensures that children can recognise their own name. They link sounds to letters as they play games and they enjoy and respond well to stories and songs. They develop their reading skills well as they absorb themselves in the good selection of books. Children regularly take part in mark making activities to promote their early writing skills.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children enjoy taking part in the practical activities provided and show a developing understanding of simple addition and subtraction, as well as the vocabulary involved. Most children can count to ten and beyond and can recognise and write some numerals. They think, predict and problem solve as they create models. Children use the resources well and these effectively support their learning. They talk about, recognise and recreate simple patterns using construction sets.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children learn about the natural world and features of their environment. They confidently talk about past and present events in their lives. They investigate and talk about living things as they take part in the animal theme, and look closely at similarities and differences, pattern and change. Children have few opportunities to experience everyday technology, and few opportunities to develop an awareness of other cultures. Children build and construct using a good range of resources.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children develop dexterity as they throw, roll and catch a range of small equipment. They tackle tasks with confidence as they take part in parachute play, ring games and when using large equipment. They are able to run, jump, change direction and stop as they play games in the playground. Children handle a wide range of tools and objects safely that develop good hand eye co-ordination, e.g., cutters, pencils, scissors, glue sticks and brushes.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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The children explore colour, texture and shape in two and three dimensions as they create models. They experiment with different textures and enjoy the dinosaurs hidden in the tray of soil. They explore colour as they mix paints together to change existing colours. The children use their imagination well as they play at being nurses, firemen and ambulance drivers. The children respond to singing with enthusiasm and enjoyment and have access to a range of musical instruments.

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

- Further develop the assessment system to ensure that they clearly show progress and that the information is used for future planning. Ensure these are shared with the parents.
- Further develop the programme for knowledge and understanding of the world to ensure children have opportunities to learn about and use everyday technology and to develop an understanding of other cultures.

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.