



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 133885

DfES Number: 519287

INSPECTION DETAILS

Inspection Date 04/10/2004
Inspector Name Claire Elizabeth Johnson

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Launton Playgroup
Setting Address Terrapin Building, Launton Primary School
Bicester Road
Bicester
Oxfordshire
OX26 5DP

REGISTERED PROVIDER DETAILS

Name The Committee of Launton Playgroup

ORGANISATION DETAILS

Name Launton Playgroup
Address Launton Primary School
Bicester Road
Launton
Oxfordshire
OX26 5DP

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

Launton playgroup has been operating in excess of 20 years. It operates from a terrapin building located at the back of the local village school. It serves the local area and children also come in from Bicester.

The group is registered to provide care for 22 children aged 3 to 5 years old. There are currently 44 children aged from 2 to 5 years on roll. This includes 19 nursery education funded 3 year olds and 4 funded 4 year olds. Children attend for a variety of sessions. The setting currently supports no children with Special Needs and no children speak English as an additional language.

The group opens 5 days a week during school term times. Sessions are from 09.00 to 12.00 and there is 2 afternoon session from 13.00 to 15.00 for children aged 2 to 3 years.

Three part time staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. Two staff are currently working towards an early years qualification. The setting receives support from a mentor from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Launton playgroup provides satisfactory care for children. A warm environment is provided where parents bring buggies and siblings in at the start of the day to settle in their children. A balanced range of activities is available and children busy themselves quickly but some activities are not fully promoted. Wall displays are bright and cheerful but demonstrate a high level of adult intervention. The management of documentation is unsatisfactory some policies are incomplete or unavailable.

The group has a high regard for children's safety and make regular checks of the premises and equipment; staff respond promptly to safety. Staff reinforce the

message about personal hygiene but the nappy changing policy does not consider the comfort of all parties or children with special needs. Children taste foods from around the world but daily snacks are mainly biscuits with fruit being offered occasionally. Staff use the snack time well to promote children's learning, however, development of independence is limited. All staff are aware of their duties relating to child protection but a supporting policy is not in place.

Staff settle themselves at individual tables with the children, they interact well within the small groups and support some children in their play. Children are not expected to join in all activities and staff allow them to continue in play that interests them. Most children are well behaved but the inappropriate behaviour of some children impacts on the learning opportunities of others and staff management of unwanted behaviour is poor. Resources promote cultural diversity but an ineffective key worker system and limited records result in not all children's individual needs being identified and met.

Parents have opportunity to involve themselves in the group on a parent rota system but few parents contribute. Parents report satisfaction with the care available.

What has improved since the last inspection?

Not applicable.

What is being done well?

- The outside environment is used to increase the learning opportunities for children. Using tubes attached to the fence children develop their mathematical skills as they sort balls according to size, count them and feed them down the tubes. Children practise their skills throwing and catching balls.
- The group has a high regard for safety. Regular checks are made of the premises and all equipment to ensure their safety. Following an incident in the adjoining car park risk assessments for taking children out are being reviewed.
- The group provides a warm environment for parents when dropping their children off in the morning. They have easy access to the group with buggies and come in with siblings in the morning to help change shoes, collect name badges and settle their children down.

What needs to be improved?

- the provision for equal opportunities to ensure children's individual needs are acknowledged and met and includes information held of children's nationality, language and religious differences
- the keyworker system to ensure all children have an allocated keyworker and keep individual records for the children updated

- the system for managing behaviour where the behaviour of individuals impact on the learning opportunities of others
- the detail recorded in the behaviour policy providing guidance for staff and a consistent approach
- the nappy changing policy to ensure it is non discriminatory and accounts for the individual comfort of all parties
- snack time, provide healthy and nutritious snacks and opportunities for children to be independent when pouring drinks
- the statement of child protection to conform with local procedures and the details of procedures to be followed in the event of an allegation being made against a staff member.

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 must take the following actions by the date shown

Std	Action	Date
9	Ensure registered person and all staff recognise children's individual differences and their individual needs are valued and met.	30/11/2004
11	Develop staff's awareness and understanding of effective ways to manage children's behaviour, taking into account their age, personal circumstances and stage of development.	30/11/2004
13	Ensure that the child protection procedure for the playgroup complies with local Area Child Protection Committee (ACPC) procedures and includes detail of procedures to follow when an allegation is made against a staff member.	30/11/2004
14	Ensure that all records relating to day care contain sufficient detail and are readily accessible on the premises and available for inspection at all times.	30/11/2004

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	Ensure there is an effective key worker system and records are kept regularly updated and all children n are included.
8	Increase the promotion of healthy eating and increase children's independence when serving snacks and drinks.
10	Ensure the nappy changing policy does not treat children with special needs less favourably.

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

How effective is the nursery education?

The provision for nursery education is acceptable but has some significant areas for improvements. Children's progress towards the early learning goals is limited by some significant weaknesses. Children are making generally good progress in mathematical development, knowledge and understanding of the world and physical development.

The quality of teaching has significant weaknesses. Staff have attended training in curriculum planning but still lack confidence in their effective coverage of the foundation stage. They plan together but are uncertain about learning outcomes when children are participating in the activities. Children's profiles have been established and staff are working together to keep them regularly updated. Children are given the choice about joining in group activities, this results in participating children's concentration and enjoyment being spoiled by other children's interruptions. Staff offer little support to each other in this situation.

Leadership and management has significant weaknesses. The business and financial side of the playgroup is well managed by the committee, however, there is no appraisal system to support staff and staff currently feel over burdened. The monitoring and implementation of the curriculum planning is ineffective in ensuring all planned activities are being carried out and children's individual learning needs are being met.

Partnership with parents and carers is generally good. Open afternoons are established to provide the opportunity for parents to share children's progress records. Parents have been invited to contribute to their children's assessments. Planning is on display for parents but this does not include any detail about what the children are learning or provide any guidance of how parents could contribute to their children's learning.

What is being done well?

- Children enjoy responding to staff's 'fast fire' maths questions at snack time. They respond rapidly by holding up fingers when asked how many. Children add the numbers of boys and girls and match the number of cups.
- Children travel using bikes showing increasing control and co-ordination. Children move to avoid contact with others as they gather speed in a limited area.
- Children are confident when using construction. They build together and share their ideas when creating a giant letter L. They methodically build it up arm by arm to ensure it remains balanced at all times.

What needs to be improved?

- the monitoring and implementation of the curriculum to ensure staff are clear about learning outcomes and plans covering all areas of learning are effectively implemented
- the management of whole group activities to ensure children have an equal learning opportunity
- children's handling and increasing valuing of books
- the opportunities for children to express themselves creatively
- systems to inform parents of how their children are learning and include parents in contributing to their children's progress records.

What has improved since the last inspection?

Generally good progress has been made since the last inspection. In addressing the issue of providing more detailed assessments for each child and providing parents with the opportunity to contribute toward this, the group have implemented the Oxfordshire profiles. Staff invite parents to contribute but the system has been unsuccessful. Profiles demonstrate the stepping stones the children have taken but parents find them to be overly complicated. Open afternoons have been established for staff to meet with parents to discuss these records.

The second issue of providing opportunity for children to move imaginatively to music has been well implemented. Extra music tapes and resources have been purchased and increased planned opportunities for children to explore music are in place. Children have made their own musical instruments and now use them for beating time when marching around the playground.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Significant Weaknesses

Children are interested in available activities and they select freely from the low level shelving to extend their play. Children are comfortable in their environment and lie on the floor to increase their involvement when playing with cars. Staff are flexible in allowing children to make choices in their play, however, children electing not to be included in whole group activities prevent other children from concentrating and enjoying their learning. Children work well as team when tidying up.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Significant Weaknesses

Children are linking letters and sounds. Large name badges are used to match letters on a keyboard and to identify their name cards. Children use speech to explore real life situations when using the phone in the office area to call and update their parents. Books are poorly displayed. Children select books before break time and throw them back in when they are finished. Staff are not teaching children to value books. Children are making marks but do not always attempt to label their own work.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children count and use number on a daily basis. During snack time staff sit down with children and pose many exciting mathematical problems for children to solve. Children are quick to respond by holding up matching numbers of fingers. Children count cups and compare heights and are starting to link addition to the combining of two numbers. Children use jigsaws when exploring shape but have limited opportunity to use calculation when working independently.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are provided with an environment where they explore and make close observations of objects. Children use construction well and share their design ideas to create their models. Children are exploring other cultures through their topic of the world. They are provided with hands on experiences when tasting foods and use costumes from around the world when dressing up. A computer is available for children but its use is not promoted by staff.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Daily opportunities are provided for children to involve themselves in a range of physical activities. When using bikes children move with control and co-ordination to avoid missing each other in a limited play space. Children use a range of different tools and work with extreme concentration and accuracy using hammers, nails and pegs to create models of their family members. Children practise using scissors but their attempts are not valued or used as part of wall displays.

CREATIVE DEVELOPMENT

Judgement: Significant Weaknesses

Children are provided with daily opportunities to explore colour and mix paints. Staff pay attention to detail when creating displays however the children's art gallery is not given similar value. Children learn about tempo and rhythm through clapping games, they have created their own instruments and use them in play. Activities intended to be creative are overly adult led, children making boomerangs are provided with cardboard cut outs and their creative contribution is to colour them.

Children's spiritual, moral, social, and cultural development is not fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable but has some significant areas for improvement. Children's 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

- review the monitoring and implementation of the curriculum to ensure staff are clear about learning outcomes and plans covering all areas of learning are effectively implemented
- improve the management of whole group activities to ensure all children have an equal learning opportunity
- encourage children to value and foster a love of books
- increase opportunities for children to express themselves creatively.

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.