



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 101660

DfES Number: 585386

INSPECTION DETAILS

Inspection Date 08/05/2003
Inspector Name Carole Elizabeth Price

SETTING DETAILS

Setting Name Chedworth Playgroup
Setting Address The Village Hall
Cheltenham
Gloucester (Post only)
GL54 4NJ

REGISTERED PROVIDER DETAILS

Name The Committee of Chedworth Playgroup 1015187

ORGANISATION DETAILS

Name
Address

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

Chedworth Playgroup operates from the village hall. They are a charity and managed by a committee of parents. The playgroup has been running since 1976 in the village. The village is approximately 13 miles north of Cirencester in a rural area of the Cotswolds. Children attend from the local and wider community. The playgroup makes use of a large room, store room, office, main hall, kitchen and toilets in the village hall. Outside they have their own storage shed and they use the parish council children's enclosed play area. Pots for growing flowers and herbs are maintained on either side of the entrance. The playgroup is registered to care for 20 children from two to five years of age. Currently they have 25 on the register, nine are funded four-year-olds and six are funded three-year-olds. They support children with educational needs. There are no children attending who have English as an additional language. They are open each weekday, except Thursday, during school terms. Sessions run from 9.00 a.m. until 12.00 noon. The committee employs four staff to work with the children. Two are joint play leaders and they hold Open College Network level 3 in Childcare and Education or Pre-school Playgroup Foundation Course qualifications. They have also completed training on child protection and first aid. Parents are asked to volunteer their help in the group on a rota system. The staff and committee have links with the Playgroup And Toddler Association (PATA) fieldworker, Early Years Development and Childcare (EYDCP) teacher mentor. They make regular visits to the local church, school and share planning and information with the reception teacher. They have recently begun the Gloucestershire Quality Assurance Scheme and have completed the first module on partnership with parents.

How good is the Day Care?

Chedworth playgroup provides satisfactory care overall for children aged two to five years. The space is well organised to provide a wide range of interesting activities for children at each session. Resources are varied and stored in appropriate low-level units to allow children easy access and free choice. There are very good arrangements in place to ensure staff are effectively inducted into the groups policies, procedures and routines. Appropriate facilities are available for children to

wash hands and use the toilet, however these are not always used effectively. Regular risk assessments are carried out on the activities and premises including the outdoor play equipment which is checked annually by the Royal Society for the Prevention of Accidents. Staff are alerted to people entering the premises by alarms which are fitted to the playgroup doors, and they monitor who is on the premises by greeting parents and visitors as they arrive. Snack time is not organised effectively, the group are aware of this and are reviewing the situation. The staff and committee have a positive attitude towards and are active in promoting equal opportunities. All staff work closely with the families and are aware of children's individual needs. The accident record lacks sufficient detail. A wide range and balance of activities are provided at each session. These activities are varied, stimulating and interesting and contribute to the children's development and learning. Partnership with parents is very good. There are effective arrangements for a two way sharing of information with parents. The provision of a designated waiting room, with access to relevant information, for parents makes them feel valued and included.

What has improved since the last inspection?

At the last inspection the provider agreed to develop an action plan detailing timescales to show how the group will obtain the appropriate qualifications for their posts. This action is complete. The play leader has an Open College Network Level 3 in Child Care and Education. The Deputy has an appropriate qualification for her post and is working towards a level 3 qualification. This action ensures that the children have staff caring for them with the appropriate training to meet their needs.

What is being done well?

Staff use space effectively to provide a wide range of interesting activities. (Standard 2.) Staff induction programme is good and ensures new staff are aware of the policies, procedures and routines. (Standard 2) A good range and balance of activities are available to children throughout the session. (Standard 3) A wide range of good resources are available and easily accessible to children at each session. (Standard 5) Staff have positive attitudes and are active in promoting equal opportunities. (Standard 9) Partnership with parents and information sharing is good. (Standard 12)

What needs to be improved?

use of toilets and wash basins to improve hygiene and availability. (Standard 4) the information detailed in the accident record. (Standard 7 and 14) the organisation of snack time. (Standard 8)

Outcome of the inspection

Satisfactory

WHAT NEEDS TO BE DONE NEXT?

The Registered Person must take the following actions by the date shown

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

Std	Recommendation
4	review the use of toilets and hand washing facilities.
7	make sure the accident record is in sufficient detail to support any actions taken.
8	continue to review the organisation of snack time.

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

How effective is the nursery education?

Chedworth Playgroup provides good quality care overall and the children are making generally good progress towards the early learning goals. Children listen, talk, enjoy books and use numbers confidently in whole group sessions and as they play. They enjoy a range of activities which are relevant to their lives such as topics about themselves and their bodies, walks around the village and outings for 'sensory' days to the nearby country park. Outside play is included in daily routines and the children are well supported to extend their physical skills and confidence as they climb and balance on the play equipment. Teaching is generally good and some aspects are very good. The play leaders have a very good knowledge of the Foundation Stage. They are very good at managing children's behaviour and there are good resources to help children learn about diversity. Staff plan an interesting programme and have a good understanding of each child's ability and how to best support their progress. They do not fully share this with staff and opportunities are missed to appropriately support older children to take more personal responsibility and work with others of similar ability. Some set activities are not appropriate for younger children. Leadership and management is very good. The committee and staff work hard to establish links both internally and externally so that they are able to evaluate their practice successfully and to develop new ideas and projects to improve the care and education for the children. They have established a strong ethos for the group and continue to work towards the Quality Assurance Award, with support from parents and teachers to help guide them. Partnership with parents is prioritised and is very good. There is a good exchange of information about the curriculum and organisation of the group. Parents are fully involved to support their child's progress and learning.

What is being done well?

Behaviour is managed very well. Children are learning to share, negotiate and they show respect for each other and their surroundings. Rules are clear and emphasise positive behaviour. Language development is very well supported. Children create complex situations in imaginative play and show good ability to use language to express their thoughts. They enjoy books and stories and have a good understanding of the structure of books and an awareness that print has meaning. Children are very good at recognising numbers, shapes, mathematical patterns and sizes and are able to use this knowledge effectively during routines at circle time and spontaneous play. Children are encouraged to talk about their homes, share information about themselves and learn about the local environment. Playgroup is well resourced with positive and visible images of a range of cultures and religious celebrations. Planned and spontaneous activities effectively help the children to learn about diversity and celebrate differences. Children talk about their 'favourite' picture of people from different lands. They make candle and flower pictures for Diwali and compare these with the lights and colours of bonfire night. Children enjoy joining in with action rhymes. Their large and small physical skills are developing well.

and good use is made of outside play to support and extend their confidence with balancing and climbing. Staff have introduced a good programme to enable the children to learn about how their bodies work and how to keep healthy.

What needs to be improved?

information about the children shared with all adults working in the group so they are able to support children appropriately during the session. organisation and deployment of adults so that children are able to join in with others of similar ability and are supported to actively engage with activities and make the best use of their time. activities in planning which introduce letter shapes and sounds to children who are ready to start writing letters for themselves. opportunities for the older children to develop personal independence within daily routines.

What has improved since the last inspection?

The playgroup has made generally good progress on the key issues since the last inspection. They were asked to organise resources so that children had greater access and could make more choices for themselves. Low-level, mobile storage units are now being used in the playgroup. Children are able to help themselves to a wide range of resources and activities to support their learning. They were also asked to improve the programme for knowledge and understanding of the world, to provide more opportunities for children to select and explore materials for joining and building from a range of resources, and to enable children to record observations on a regular basis. The programme for knowledge and understanding of the world is now very good and involves a wide range of relevant and interesting activities throughout the year. The children can select and explore a range of collage and recycled materials to make models, but they are not always encouraged to experiment with resources to join materials appropriately for themselves. There are now many innovative methods of recording in place and the children take photographs, create bar charts, draw pictures, make books and write numbers to record their observations.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	
Judgement:	Generally Good
<p>Personal, social and emotional development is generally good. Children are well supported to feel part of the group and are keen to be involved with the activities on offer. Their behaviour is very well managed and the 'rules' for the group are clear and positive. Children have a great deal of free choice during each session but older children are not consistently supported to develop independence with simple tasks such as hand washing, dressing to go outside or helping prepare snack.</p>	

COMMUNICATION, LANGUAGE AND LITERACY	
Judgement:	Generally Good
<p>Progress in communication, language and literacy is generally good. Children use language very competently and have fun joining in with stories and shouting out the end to rhymes. There are good opportunities for them to practise early writing during imaginative play but correct formation of letters and letter sounds are not appropriately presented. The staff promote a good awareness of print throughout the playgroup and children share new words and explore meanings for example, 'tourist'.</p>	

MATHEMATICAL DEVELOPMENT	
Judgement:	Very Good
<p>Progress in mathematics is very good. Children recognise shapes, patterns and numbers to at least 26, during routines and free play. Staff help them to use their knowledge to sort envelopes into number boxes in the Post Office and to measure themselves against their 'tall towers'. They have a good awareness of how to calculate and count. Mathematical language is regularly introduced as they play - They 'hide the bear' and search 'under', 'behind' and 'in front of' until they find him.</p>	

KNOWLEDGE AND UNDERSTANDING OF THE WORLD	
Judgement:	Very Good
<p>Children are making very good progress in this area. They are able to track time through routines. They explore the area and are introduced to a wide range of topics to help them learn about how different people live and work. Good resources are available to support their discussions. Tape recorders, calculators and programmable toys are used well within imaginative-play areas and the book corner. Recycled materials are readily available for children to construct objects and wrap-up parcels.</p>	

PHYSICAL DEVELOPMENT	
Judgement:	Very Good
<p>Progress in physical development is very good. Children enjoy joining in action games and they are able to extend their balancing and climbing skills with good support during outside play. They have a good understanding of their bodies and can explain why they need to wash their hands during the morning. Small</p>	

movements are also developing very well and the staff help them to practise skills with scissors, pens, brushes, clay and threading readily available.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Progress in creative development is generally good. Children are able to experiment with a range of media over time. They have regular access to paint, drawing, collage and recycled materials. Staff encourage them to mix colours and try out different effects. The children have completed some beautiful paintings of daffodils and 'dreams'. Music is less well promoted. Imaginative play is a strength of the playgroup and children are learning to express themselves clearly as they play.

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

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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

develop ways of effectively grouping the children to ensure the needs of children of different abilities are met and the more able are appropriately challenged. ensure all adults aware of the next steps for individual children in the plans so that all they may provide suitable support within the sessions and enable the children to build on what they already know. plan a wider range of activities for the older children which promote the recognition of letter sounds and shapes, and the correct formation of letters. encourage older children to perform simple tasks for themselves, or for the group as a whole, within playgroup routines.

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.