



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 109890

DfES Number: 517579

INSPECTION DETAILS

Inspection Date 27/02/2004
Inspector Name Judith Reed

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Broughton Playgroup
Setting Address Broughton Infant and Primary School
Broughton
Stockbridge
Hampshire
SO20 8AN

REGISTERED PROVIDER DETAILS

Name The Committee of BROUGHTON PLAYGROUP

ORGANISATION DETAILS

Name BROUGHTON PLAYGROUP
Address BROUGHTON INFANT & PRIMARY SCHOOL
BROUGHTON
STOCKBRIDGE
HAMPSHIRE
SO20 8AN

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

Broughton Pre-school Playgroup opened at the present location in 2000. It operates from the hall within Broughton Village Primary School, in Broughton, Hampshire. The pre-school serves the local community.

There are currently 26 children from two to five years on roll. This includes 14 funded three year olds, and 2 funded four year olds. Children attend a variety of sessions. The setting currently supports children with special needs, and those who speak English as an additional language.

The group opens five mornings a week during school term time. Sessions are from 9.15 to 12.00 noon. Monday morning sessions are for children who start school during the next term and run from 9.15 to 12.30 pm.

Three part time staff work with the children. Two staff are currently working towards a recognised early years qualification. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Broughton Pre-school Playgroup provides satisfactory care for children.

The pre-school provides a high ratio of staff to children, and offers children a selection of toys and equipment to meet their needs. Suitable procedures are in place for appointing new staff, and the current staff continue to undertake training. Most policies and procedures are in place, although some records need to be improved.

The pre-school staff are trained in first aid, and have an awareness of safety matters, although security of the premises remains a challenge. A choice of nutritious snacks are provided for children, and most hygiene procedures are in place.

The staff know the children and support them and their families well. They provide

opportunities for children to learn about other cultures, and value good behaviour.

The pre-school is supported by the parents in a number of ways, and staff ensure parents receive regular feedback concerning the development of their children.

What has improved since the last inspection?

Not applicable.

What is being done well?

- The pre-school staff provide a varied selection of toys and equipment that support the needs of the children. Children are able to access toys from storage, and are encouraged in this by the staff. The pre school has a high ratio of staff to children, and staff continue to train, ensuring their practice remains up to date. Most records, policies and procedures are in place.
- Children are able to help themselves to water throughout the session, and staff provide a choice of healthy snacks. Staff are trained in emergency first aid, and have an awareness of safety matters.
- Staff have good knowledge of the individual needs of the children, and have links with other professionals to support children when necessary, with parents' permission. Planned activities are provided to offer children the opportunity to learn about other cultures. Good behaviour is praised and encouraged, and parents are aware of the behaviour management policy.
- The pre-school staff build strong relationships with parents and ensure they are aware of the development of their children through regular feedback. Parents support the pre-school by helping out regularly in the setting, buying consumables, making play dough, and various fundraising activities.

What needs to be improved?

- the recording of times of attendance in the register
- security of the premises
- qualifications of the supervisory staff.

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
1	ensure supervisory staff complete necessary training courses to achieve level three qualification.
2	ensure attendance record shows times of arrival and departure.
6	ensure pre school premises are secure at all times.

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

How effective is the nursery education?

Broughton Pre-School Playgroup provides good quality nursery education overall which enables children to make generally good progress towards the early learning goals. They make very good progress in their personal, social and emotional development, communication, language and literacy, knowledge and understanding of the world and creative development.

The quality of teaching is generally good. Staff have a good understanding of how children learn. They plan and provide a good range of practical activities. Relationships between the staff and children are good. Staff have high expectations of behaviour and encourage both independence and concentration. The current structure of the session does not always make the most of learning opportunities, particularly when the children spend the last part of the session outside.

The leadership and management of the pre-school is generally good. There are strong links between the management committee and the staff which enable the whole group to work together for the good of the children. Strategies are in place to continue to improve the quality of the provision, and staff attend regular support meetings of the cluster group, with their mentor from the Early Years Partnership, to share good practice. Management actively encourage the staff to continue to undertake relevant training courses.

The partnership with parents is very good. Parents and staff work together and share information about children's individual development. Continual observation, both in pre-school and at home, ensures children's individual needs are met. Parents are welcomed into the group and encouraged to take an active role in the parent helper rota. The parents are well informed about the pre-school, its routines, and activities provided, through regular newsletters, the notice board and informal feedback.

What is being done well?

- Parents are actively involved in their child's learning and opportunities are provided for them to share information and extend their learning at home.
- Children's knowledge and understanding of the world is very good. Activities and resources encourage them to explore and investigate the world around them with all their senses.
- Children are confident, work well, take initiative and show good levels of concentration. Their relationships with adults are good.
- Staff support children's role play well. This helps them learn to negotiate, to talk through their imagined experiences and to learn about the environment.

What needs to be improved?

- planning and assessment of physical play activities to support children's physical development effectively
- opportunities for children to learn from work with number and pattern making equipment.

What has improved since the last inspection?

Progress since the last inspection has been generally good.

Key Issue 1: Continue to develop assessment procedures. Ensure that all records of children's attainment and progress are regularly updated and contain details and achievements in all six areas of learning which directly link to planning. Utilise the recorded information to support staff when planning further activities, setting challenges for attainment.

Staff have introduced a system of recording development as recommended by the County Council. This requires information for all six areas of learning, and is completed by each member of staff for her key worker children. Records are updated regularly and are used to support future planning.

Key Issue 2: Provide opportunities for children to experience technology by introducing suitable activities and equipment such as calculators and programmable toys.

Children are offered many opportunities to experience technology through using the computer, which is available at every session, as well as calculators, a cash register, and programmable toys.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are actively involved in their learning. They are confident, take initiative and show good levels of concentration during self-chosen activities, enjoying completing jigsaws in particular. Both children and adults build good relationships with each other. Children work well independently and co-operate well when working in a group, for example with the train track and bricks.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's spoken language is developing well. They learn to negotiate well and to express their imagined experiences during a range of interesting role-play situations such as the village shop and the doctor's surgery. Children enjoy books and listen avidly to stories. They are taught to read their names and a variety of activities increase their awareness of different purposes of writing.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children show interest in number and counting, practising these skills often routinely during each session at circle time. Staff plan a broad range of practical activities to promote an understanding of shape and number. They make good use of routines and incidental opportunities to introduce mathematical language and encourage the children to solve problems. Some learning opportunities are missed when working with number and pattern-making equipment.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children's knowledge and understanding of the world is good, and activities and resources encourage them to explore and investigate. They particularly enjoy the frog spawn and tadpole display using magnifying glasses to investigate. Children gain increasing understanding of where they live and the wider environment. Children are confident in using information technology and have access to a range of computer programmes, use calculators, telephones and a cash register.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children demonstrate a good sense of space and move confidently during physical play activities. They spend a substantial part of each play session outside in the extensive school playground. However, due to a lack of planning there is an inconsistent range of physical development activities provided. Children are skilled at using a variety of construction equipment and use paper and card, recycled materials, scissors, and glue for cutting and joining.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children are encouraged to use their imagination and express their ideas in a variety of different role play scenarios. They enjoy participating in singing sessions and learn a good range of songs and action rhymes. Daily art and craft activities are organised and children are able to choose their own materials to create pictures and models.

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

- include planning and assessment of physical play activities within daily plans to support children's development effectively
- support children in learning number work, extending opportunities for subtraction and pattern making.

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.