



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 303799

DfES Number: 516145

INSPECTION DETAILS

Inspection Date 18/11/2004
Inspector Name Angela Margaret Ellis

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Salterlee Under Fives Playgroup
Setting Address Salterlee J&I School
Kell Lane
Halifax
West Yorkshire
HX3 7AY

REGISTERED PROVIDER DETAILS

Name The Committee of Salterlee Under Fives Playgroup 1033440

ORGANISATION DETAILS

Name Salterlee Under Fives Playgroup
Address Salterlee J&I School
Kell Lane
Halifax
West Yorkshire
HX3 7AY

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

Salterlee playgroup is a voluntary organisation that is managed by a committee. It has been open since 1980. The group operates within the dining room of Salterlee Junior and Infant School, Halifax. The group have access to the hall, toilets and an outside area which are shared with school. A maximum of 17 children may attend the playgroup at anyone time. It is open on Monday until Friday from 08:45 until 11:15.

There are 25 children aged from 2.5 to 5 years on its roll. Of these 15 children receive funding for nursery education. The group serves the local community. The group supports children with special educational needs.

The group employs four staff with appropriate qualifications.

The group receives support from the Pre-school Learning Alliance and the Local Authority.

How good is the Day Care?

Salterlee Playgroup provides a good standard of care. Very good opportunities are in place for staff to access further training to keep up to date with current practice. There is good deployment of staff which ensures the efficient running of the group. They work well as a team, they are very friendly and enthusiastic. The premises have sufficient space, they are welcoming, clean and organised into accessible defined areas of play that are well equipped. This encourages independent decision making in all areas. A high priority is placed on providing a stimulating, safe and clean environment. In which good daily risk assessments are undertaken.

Interesting topics are planned and take in to account children's spontaneity and individual needs. Staff's use of questioning facilitates children's learning, confidence and independence. Children's individual progress is recorded with good evidence from observations, photographs and creative work, this informs future planning for the child's next step of learning. Information is shared well with parents, they are

encouraged to be partners in their child's education. There is a strong emphasis on equal opportunities, there are good opportunities to become aware of others in the community, disabilities, cultures and beliefs.

Staff are sensitive and effective in adopting strategies to managing children's behaviour to meet the needs of individual children. All of the documentation is in place and well organised, although there are some elements for example in the medication and child protection policies and medication and registration records that have been overlooked. Partnership with parents is a strong feature. They are provided with a good level of information which is well presented.

What has improved since the last inspection?

Good progress has been made since the last inspection. The required documentation, policies and procedures are in place. These are concise and available to staff and parents, although not all elements are in place in some of the policies and records. This means that staff and parents are being kept up to date of current legislation and guidelines, although this is more effective in some areas than in others.

What is being done well?

- Staff interaction, they work at children's level, asking questions and listening to facilitate children's learning. Consistent, warm, supportive relationships, enables children to feel safe, secure, happy, confident and independent. They demonstrated good role models and displayed a consistent and positive approach to encouraging positive behaviour.
- The high priority made by staff to create a warm, welcoming environment through displays of children's art work, real life posters and information for parents within the premises.
- The very good range of toys, activities and equipment which covers all areas of learning and includes opportunities to learn about other cultures.
- Staff have a very good level of awareness of all risks to children's health and safety. They take all reasonable steps to ensure their environment is safe, secure and good hygiene routines are in place.
- Nutritionally balanced snacks, using fresh ingredients are accessible daily in which children demonstrated high levels of independence by pouring their own drinks and preparing their own snack such as cutting up vegetables and spreading toppings onto crackers or bread.
- The strong emphasis on equal opportunities and inclusion for all. Activities for children to explore and value similarities and differences between themselves and others. They are encouraged to be kind, caring and polite to each other.
- The high priority given to working in partnership with parents which includes the systems for sharing and exchanging information about their child and the setting.

What needs to be improved?

- the documentation including the registration records, medication forms and the following policies, medication and child protection.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There are no complaints to report.

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
14	Ensure that all elements of the following policies and procedures are included, medication and child protection in line with the National Standards and guidelines.
14	Ensure that medication forms and registration details are recorded in line with the National Standards and guidance.

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

How effective is the nursery education?

Salterlee playgroup provides high quality nursery education. Children are making very good progress towards the early learning goals.

Teaching is very good. Staff are highly enthusiastic, motivated and confident in their roles. Teamwork is very good, they are very organised and make good use of their time. This enables them to provide a stimulating and interesting environment for the children. Communication between them is very good, which results in the playgroup operating very efficiently. Staff have a very good knowledge of the foundation stage, which enables them to plan effectively a wide range of activities and experiences for the children linked to the areas of learning. Teaching for older, more able children is clearly identified in the plans. Key workers use excellent visual evidence and observations to assess children's progress. Although the organisation of the system does not clearly identify how children are progressing through the stepping stones. Staff have very good relationships with the children and use their questioning skills to support and encourage their development well. They provide very good role models and have a high regard to promoting positive behaviour.

Leadership and Management is effective. The setting are very committed to further enhancing the service and have effective systems for this. Staff have very good opportunities to attend training and they use this knowledge to further develop the education provision. There are very good systems to support children attending with special needs. This includes working in partnership with parents and liaison with other agencies.

Partnerships with parents is excellent. Parents are encouraged to take an active role in their child's learning, through liaison with their child's key worker and involvement in the playgroup rota. Parents are extremely positive in their praise. They have access to well organised and well presented information and are fully aware of the service provided.

What is being done well?

- Staff's enthusiasm, motivation and enjoyment in their work is very good. They provide a stimulating, interesting learning environment for the children to learn. They support and encourage children's learning very well, through a wide range of fun, practical experiences and activities. This results in children's personal, social and emotional learning developing well. Through the staff's close involvement and interaction children, are extremely happy, confident and settled.
- Children's independence skills are extremely good. Children become involved in their play displaying high levels of motivation, interest and enthusiasm. Their relationships with others are very good and they respect and show concern for others well.

- Children's good use of language and imagination. They freely express themselves in many ways, for example, art, design, music and imaginative play. They freely communicate their ideas and feelings using all their senses. They become actively involved in their play, they are very enthusiastic, motivated and curious learners. Their exploration and observations skills are very good.
- The motivation shown by staff to developing the service further. There are effective systems in place to achieve this, for example, staff meetings, appraisals and a very good training programme.
- Partnerships with parents is extremely good. Through contributing their ideas and being actively involved in their child's learning in regard to planning for their child's individual needs.

What needs to be improved?

- the organisation of the children's assessment records.

What has improved since the last inspection?

Very good progress has been made since the last inspection. Measures have been devised to record children's progress and achievements through collating dated observations, photographs and creative work linked to the areas of learning. This enables staff and parents to see how well children are progressing, however, the organisation of the system does not clearly identify how well children are progressing through the stepping stones for each area of learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are very happy and settled. They are very confident and display very good levels of enthusiasm and motivation to learn. Their independence skills are extremely good, for example, pouring their own drinks and spreading butter on bread. Relationships with both adults and children is positive and their behaviour is very good. Children share, take turns and show concern for others within a group. They have a very good awareness of their own cultures and that of others.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children thoroughly enjoy looking at books and take an active role in stories. Concentration and listening skills are good, especially when the French teacher came to visit. They interact very well with others and are confident to speak in a group. Their early writing skills are very good. They write for a variety of purposes, many make marks and recognise letters of their name and some form and write letters of their name and other words. They recognise their names in print in the environment.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are very interested and enjoy activities that involve number. They count with confidence, for example many counted up to ten the baby teeth of other children using the dentist mirror. Children are confident at ordering numbers in sequence. They enjoy a range of activities that involve shape and many are able to recognise and name some 2D and 3D shapes. They can copy and create patterns.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are very curious learners, they ask questions and explore and investigate a wide range of activities. They build and construct with a wide range of materials to shape, assemble and join materials. Children's knowledge of the world in which we live and their local community is very good, this is supported through outings and visitors to the group for example the health promotion dentist and the French teacher. There are good routines for developing a sense of time through routines.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children use large equipment with confidence and move in a variety of ways with skill and co-ordination such as climbing, under, over and balancing. They handle skilfully and safely a very good range of resources to support their hand and eye co-ordination skills, such as chopping the vegetables at snack time. The children have a good sense of space and respect others need for space for example when singing and joining in the actions to "This is the way we brush our teeth" and "Sticky kids".

CREATIVE DEVELOPMENT

Judgement: Very Good

Children's imaginative play is excellent, they become absorbed in role play activities and extend their own play well for example in the role play hospital and dentist. They enjoy music, songs and rhymes such as "Frerer Jacque". They explore instruments and the sounds they make. They freely express their own ideas through art and design activities including mixing their own colours with powder paint.

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- the system for identifying how children are progressing through the stepping stones.

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.