



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 315215

DfES Number: 518691

INSPECTION DETAILS

Inspection Date	16/09/2003
Inspector Name	Verlyn Ulanda Blake

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Cromdale Way Playgroup
Setting Address	Tim Parry Community Centre, Cromdale Way Great Sankey Warrington Cheshire WA5 3NY

REGISTERED PROVIDER DETAILS

Name	. Cromdale Way Playgroup Committee
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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

Cromdale Way Playgroup operates from the Tim Parry Community Centre in Great Sankey, Warrington, Cheshire. The playgroup has access to the following areas: the entrance hall and cloakroom, a play/activity hall, kitchen, toilets, which include facilities for the disabled. There is also a secure outdoor play area.

The playgroup is registered to provide sessional day care for 26 children. The current opening hours are Monday, Tuesday, Wednesday and Friday's 09:15 to 11:45 morning session and 12:30 to 15:00 afternoon session.

Thirty seven children are on roll of whom 29 are funded three year olds and there are no funded four year olds.

How good is the Day Care?

Cromdale Way Playgroup provides a good standard of care. The staff work well as a team. All staff have a suitable qualification and access training regularly. Staff communicate well with each other. The operational plan is in place and used effectively. Staff have a good daily routine, and are clear about their roles and responsibilities.

The premises are clean, warm and well maintained. Good use is made of the indoor and outdoor play areas. Staff are aware of potential hazards, although the outdoor play area, and bathroom routine needs further attention. Risk assessments are completed, and up to date. Fire drills are carried out on a regular basis and are appropriately recorded. There is a secure system in place for children arriving and departing from the building.

Children are confident and settled in their environment. A good range of activities are set out for children to choose from these includes toys and equipment which reflect positive images, however children have insufficient opportunities to appreciate and value each others' similarities and differences i.e. through the celebration of festivals. There is a good balance of free play and adult initiated

activities. Staff's interaction with the children is carefully balanced. Staff praise children and encourage good behaviour.

Parents and children are welcomed to the group each session. Parents are kept well informed about occurring and future events within the playgroup, and are happy with the care their children receive.

What has improved since the last inspection?

All staff have now completed CRB police clearances and are suitable to work with children.

OFSTED's address and telephone number has been added to the Playgroups complaints policy statement, this is made available to parents.

What is being done well?

- Children are happy and settled and confident learners. There is a good balance of child led and adult initiated activities. Children are able to learn and play independently as they access a wide range of activities which help them to progress in all areas of learning.
- Good use is made of the internal and external play areas.
- Children behave well, they are caring and have respect for staff and each other. Behaviour management is promoted well by staff resulting in children being clear about boundaries, and how they are expected to behave within the Playgroup.

What needs to be improved?

- the protection of children from potentially hazardous plants in the outdoor play area;
- the bathroom hygiene routine;
- the opportunities for children to appreciate and value each others' similarities and differences.

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
6	make sure that poisonous plants and other potential hazards in the outdoor play area are inaccessible to the children
7	ensure good hygiene practices are in place regarding hand washing and hand drying
9	provide activities/celebration of festivals to help children appreciate and value each others similarities and differences

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

How effective is the nursery education?

Children are making generally good progress towards the early learning goals in each of the six areas of learning, with some development needed in the areas , communication language and literacy and knowledge and understanding of the world, and the presence of numbers in the environment.

All staff have a Early Years qualification and attend ongoing training sessions.

Staff have created a caring, stimulating environment for the children in which learning can be promoted. Staff work hard to settle the children into the Playgroup.

Staff work well as a team, are clear about their roles and responsibilities, and communication between staff is very good. Staff meet regularly as a team, they also attend regular cluster training day to improve the overall care and education provided for the children. Staff also receive regular ongoing support from the Advisory teacher.

The interaction between the staff and children is relaxed and friendly helping to establish the children's confidence in learning.

Staff have high expectations for children's behaviour, which they respond to well.

They provide a good balance between activities directed by staff and those initiated by the children themselves.

The toys, play materials and resources provided reflect positive images.

Partnership with parents and carers is good. The setting has written information for parents which is reviewed as necessary.

They are well informed about the provision, it's routine and activities. Parents also receive regular newsletters and letters during the term.

Parents are welcomed at the setting, they are encouraged to help on trips, contribute during learning sessions, and are invited to attend special events.

The leadership and the management of the setting is strong, the manager works directly with the children, and is a positive role model for staff and children. All staff have a commitment to ensuring that the care and education for all children is improved.

What is being done well?

- staff respect and value children, they allow children to settle into the provision at there own pace, children are confident, and motivated to learn, they

communicate well with staff and peers;

- staff manage children's behaviour well, as a result children have a good and developing understanding of right and wrong, and behavioural boundaries;
- children are developing good skills through the use of a variety of tools and malleable materials, using these materials safely, independently and with good control and coordination;
- staff work well as a team, communication is very good with the children and each other, staff are clear of their roles and responsibilities. Strong leadership and management supports a good working environment and ensures good standards.

What needs to be improved?

- opportunities for children to practice writing through practical play situations, and the use of number in the environment
- the individual assessment of children
- opportunities for children to respond to different cultures and beliefs, and opportunities for them to build, and construct with a wide range of objects

What has improved since the last inspection?

1. The group had two points for action from the previous inspection.

Offer children more opportunities to respond to different cultures and beliefs, and increase multicultural resources to include dressing up clothes, foods, utensils and artefacts, to assist in raising the children's awareness of living in a multi cultural society.

The provision has purchased multicultural resources to include dressing up clothes, foods, utensils and artefacts. Insufficient opportunities offered for children to have their awareness raised, other than for Christian festivals and celebrations.

2. Ensure that plans fully identify children's groups and what children are expected to learn from the activity.

Play plans now identify children's groups, and what children are expected to learn from the activity. This is working well.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are confident, motivated and have a positive disposition to learning. Good relationships are formed with staff and peers, children work as part of a group, taking turns and sharing fairly. They are aware of expectations and boundaries, and are well behaved. Children have good self care skill, though rarely develop self help skills during the snack time routine. Children are kind and considerate and treat each other with respect.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident speakers, they listen well and use language to question and express their feelings. They have frequent opportunities to listen to stories and rhymes, they enjoy books developing an understanding of how they work. Children are beginning to link sounds to letters, some attempt to write recognisable letters. They do not attempt writing for a variety of purposes using different forms for example list in the home corner.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children count confidently to five during the singing of number rhymes. They explore number through workbook activities and are beginning to record number in a formal way. Children sort, match and solve simple problems through planned and freely chosen everyday activities. Children do not see number displayed in the environment.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children do not access a computer but access a range of programmable toys. Children discuss, observe and identify features in the place they live and the natural world. They talk about significant events, and things that have happened to them. They have a strong sense of community, but rarely develop an understanding of the needs of the cultures and beliefs of others. They investigate objects and materials, using all senses appropriately.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children enjoy music and movement. They negotiate appropriate pathways indoors and outdoors moving confidently and safely within their environment. Children are developing good fine motor skills through the use of a variety of tools and malleable materials, using these safely and with good control and coordination. Children are able to set their own challenges during large gross motor activities.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children have well developed imaginative skills as they engage in art, role play, music and small world play. They sing songs and rhymes and play musical instruments with good rhythm, repeating sounds and patterns. They respond to what they see, hear, and taste in a variety of ways. Children explore colour, texture, and shape form.	
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

- provide opportunities for children to write or act as writers through every day practical play situations, and promote the use of number within the setting to aid number recognition
- review the current assessment system to ensure clear links are made between what the children are able to do, areas for development and the short term planning
- offer the children more opportunities to respond to different cultures and beliefs, to assist in raising the children's awareness of living in a multi cultural society

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.