



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY240777

DfES Number: 537175

INSPECTION DETAILS

Inspection Date 13/09/2004
Inspector Name Judith, Mary Butler

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name St. Nicolas Playgroup
Setting Address The Reading Rooms
Taplow Village Centre
Taplow
Maidenhead
SL6 0EX

REGISTERED PROVIDER DETAILS

Name The Committee of St Nicolas Playgroup

ORGANISATION DETAILS

Name St Nicolas Playgroup
Address The Reading Rooms
Taplow Village Centre
Taplow
Maidenhead
SL6 0EX

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

St Nicholas Playgroup has been established for many years. It operates from within The Reading Rooms in the village of Taplow. The group have use of a large and small hall, kitchen and cloakroom facilities. There is an outdoor area available. The playgroup serves families from the local surrounding area.

There are currently 37 children on roll. Of these 32 three-year-olds are in receipt of nursery education funding. The setting supports children with special educational needs and those who speak English as an additional language.

The playgroup opens five sessions a week during school term times. Sessions run from 09.30 until 12.00. Children attend for a variety of sessions.

There are currently 11 staff employed to work directly with the children. Of these 4 hold relevant early years qualifications to levels 2 and 3. A further 3 staff members are working towards a level 2 qualification. The playgroup receives support from the Early Years Development and Childcare Partnership.

How good is the Day Care?

St Nicolas Playgroup offers good quality care for children. Staff offer a warm and welcoming environment where children and parents are made to feel welcome. Children are happy, settled and most are able to leave their main carer and enter the playgroup with confidence. Most of the required paperwork is in place, however, certificates showing staff's qualification are not available within the setting.

Staff ensure that the premises are safe and secure and undertake and record daily safety checks. Risk assessments are also undertaken. The procedure to follow should a child not be collected from the setting does not hold the correct information regarding the authorities to contact. All accidents and administration of medication are recorded, parents countersign all reports and receive a copy of the documentation. Staff encourage the children to be aware of good hygiene procedures and act as good role models. Healthy and nutritious snacks are offered

and individual children's dietary requirements are discussed and recorded in writing. Staff have attended child protection training and are aware of the signs for concern. The procedure to follow if an allegation is made against a staff member does not hold the correct information.

Children have access to an interesting and stimulating range of activities, resources and toys within each session they attend. They are able to move freely around all areas of the playgroup and outside area. Staff plan activities to meet the needs of individual children attending. Staff treat the children with kindness and respect. Children are well behaved and most are able to share the toys and resources.

Good relationships have been established between parents and staff. The key workers meet with parents prior to the child starting the group and are always present within the setting on the child's first day. Verbal information regarding the child is exchanged at the beginning and end of each session.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Children have access to a very good range of interesting and stimulating toys, resources and activities within each session they attend. Children are able to move freely around all areas of the playgroup and select the toys and resources they wish to use.
- An effective key worker system is in place. Parents and the key worker meet to discuss the child prior to the child starting the play group. Individual children's key workers are always present on the child's first day.
- Staff provide a warm and welcoming environment for parents and children. Children are happy and settled within the play group.
- Staff ensure that the premises are safe and secure whilst the children are present. Daily safety checks are undertaken and recorded in writing. All visitors to the setting are requested to sign in and out.

What needs to be improved?

- documentation, to ensure that all certificates showing staff qualifications are available within the setting
- procedures, to ensure that information contained within the procedure to follow if a child is uncollected is correct
- procedures, to ensure that the procedure to follow in the event of an allegation of child abuse being made against a staff member is correct

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
2	Ensure certificates showing staff qualifications are available at all times.
2	Ensure the procedure to follow in the event of a child not being collected from the setting holds the correct information about the authorities to contact.
13	Put the correct procedure into place to follow if an allegation of child abuse is made against a staff member.

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

How effective is the nursery education?

St Nicholas Playgroup provides high quality nursery education overall, which enables children to make very good progress towards the early learning goals. They access a very good range of toys, resources and activities.

Teaching is very good. Staff have a very good knowledge of the Foundation Stage and use this when planning an interesting and fun curriculum for children. Children participate in the activities offered with enthusiasm and excitement. All staff are involved with the planning process, with the deputy and manager putting the final product together. Staff use a variety of consolidation techniques such as questioning and revisiting topics to reinforce children's learning. Children with special educational needs are offered a very good level of support. Staff work closely with parents and outside agencies to monitor children's learning. An effective key worker system is in place and records are updated from daily observations. Staff treat the children with kindness and respect. Children are well behaved and most are able to share the toys and resources and show co-operation with their peers.

Leadership and management are very good. The manager is aware of individual staff's strengths and weaknesses. Staff are aware of their roles and responsibilities and work well together as a team. They make effective use of the available space both within the building and the outside area. Regular staff meetings are held and these are used to discuss training needs, planning, evaluate the activities undertaken and discuss individual children's achievements. There is no formal appraisal system in place.

Partnership with parents is very good. Parents receive good information about the setting through visits to the group, the prospectus, news letters and parents' notice board. Staff and parents verbally share information regarding the children each day. There is no formal method of sharing children's developmental records with parents.

What is being done well?

- Children are developing their independence skills and are able to select both the area of the playgroup they wish to use and the resources they wish to play with. Many work independently at a number of tasks. Most children are able to communicate their thoughts and feelings with confidence to adults.
- Many children are able to count up to nine and more able children count beyond this. Some children are beginning to recognise numerals in their everyday surroundings. Staff provide children with a good range of activities to develop their sorting, matching and comparing skills.
- Children have many opportunities to access a range of activities, materials and media to aid them in using their senses, for example cooking. Children show confidence in their design and making skills. They are confident in

talking about events that have happened in their personal lives and are beginning to be aware of other cultures and traditions.

- Staff treat the children with kindness and respect. They reinforce the established rules and boundaries in place within the daily routines of the group. Children are well behaved and most are able to share the toys and resources and show co-operation with their peers.

What needs to be improved?

- appraisal system, to formally record and identify individual staff's strengths, weaknesses and training needs
- partnership with parents, to further develop the system of sharing children's developmental records with parents.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Most children leave their main carer with confidence; staff are aware of those children who require support in doing this. Children are developing their independence skills and are able to choose both the area of playgroup they wish to play in and the resources they wish to use. They relate well to each other and adults. Staff provide children with a very good range of exciting and stimulating activities and resources. Children participate in the range of activities with enthusiasm.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children use language well to communicate their thoughts and feelings to each other and adults. Many children recognise their name in print and some are beginning to be aware that print carries meaning. Children enjoy books both alone and in small and large group situations. Staff encourage and extend the children's language and vocabulary at every opportunity. Children are confident in using a range of tools to make marks for example pens, chalk and brushes.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children have many opportunities to develop their number skills and calculate through practical activities, for example at register time. Most children are able to count up to 5 and more able children count up to 10 and beyond. Some children are beginning to recognise numerals from 1 to 5. Children use mathematical language confidently in everyday play situations, for example the water tray. Children have many opportunities to match, sort and compare within daily routines.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children access a very good range of materials and resources to learn through first hand experiences and aid them in using their senses, for example cooking. They are confident in their design and making skills and are able to further develop these through the resources available within each session such as play dough and construction toys. Children talk with confidence about events that have happened in their personal lives, and are becoming aware of different cultures and traditions.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Staff provide children with daily opportunities to access the outside area and a range of resources to assist them in developing their large motor skills, for example running and pedalling. Children move confidently around all areas of the playgroup. Many children are able to use a range of tools safely and with control, for example scissors, brushes and hammers. They are independent and show an awareness of personal hygiene.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children express themselves freely through a good range of activities, for example role play, creative ideas and movement. They respond with enthusiasm to new ideas and experiences. Children enjoy singing and music and join in with familiar songs enthusiastically. They have opportunities to access and experience a variety of media such as paint and malleable materials.

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 appraisal system to formally identify and record individual staff's strengths, weaknesses and training needs
- formally sharing information regarding children's progress and their developmental records with parents at regular intervals during the child's time at playgroup.

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.