



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY252361

DfES Number: 548250

INSPECTION DETAILS

Inspection Date 04/12/2003
Inspector Name Helen Hudd

SETTING DETAILS

Day Care Type Out of School Day Care, Sessional Day Care
Setting Name Little Owl Playgroup
Setting Address Lancaster Hall
28 Send Road
Send
Surrey
GU23 7AT

REGISTERED PROVIDER DETAILS

Name The Committee of Little Owl Play Group 1086544

ORGANISATION DETAILS

Name Little Owl Play Group
Address Lancaster Hall
28 Send Road
Send
Surrey
GU23 7AT

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

Little Owl Playgroup opened in 1966. It operates from a village hall in Send and has access to a kitchen, toilets and an outdoor play area. Children attend from Send and many surrounding areas.

The playgroup is registered to provide sessional care for 26 children aged from two to under five years. There are currently 30 children on roll and this includes 10 who are in receipt of nursery education grant funding.

Opening hours are 09:15 to 11:45 Monday to Friday during term time only. During the summer term the older children can access an extended lunchtime session until 13:00 on Fridays.

Seven part time staff work with the children, of these five have an early years qualification to level three. Ongoing training opportunities for staff are accessed via the Early Years Childcare Service.

How good is the Day Care?

Little Owl Playgroup provides good quality care for children. The staff team hold regular planning meetings and attend regular training courses to update their knowledge. Space and resources are organised effectively and staff : child ratio's are exceeded so that children are well cared for. Mobile display boards are used to display children's art work and a welcoming environment is created. A range of activities and equipment are provided which promote all areas of children's development, however opportunities for children to play creatively are limited. Record keeping is well organised and meets minimum requirements, however some of the policies lack the necessary detail.

The playgroup is safe, secure and well maintained. Three staff have first aid training, and children are reminded to wash their hands before eating. Healthy snacks and drinks are provided. Positive reflection of race, culture and language is provided within the resources, and various religious festivals are celebrated. A special needs

statement is in place, and two staff have attended training on the Code of Practice for the Identification and Assessment of Special Educational Needs, although disability is not positively reflected. The child protection policy is displayed for parents, however it does not provide staff with clear guidance on appropriate action to take in the event of a concern about a child's welfare arising.

Staff involve themselves in the children's activities, talking and listening to them and offering help and encouragement as necessary. The children are relaxed and confident, they play purposefully and are well occupied. Staff manage children's behaviour effectively and consistently and take opportunities to endorse good behaviour by praising children's achievements. Parents receive information via newsletters, information leaflets, child profiles, the notice board and verbal feedback from staff.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Staff attend ongoing training to update and improve their knowledge.
- Staff involve themselves in the children's activities, talking and listening to them and offering the necessary help and encouragement so that children are relaxed, familiar with the routine and confident.
- Healthy snacks and drinks are provided for the children, such as fresh fruit with milk or water
- Positive reflection of race, culture and language is provided within the resources, and various religious festivals are celebrated so that children learn positive messages about the differences within society.

What needs to be improved?

- documentation, with regard to the medication, complaints and child protection policies
- opportunities for children to play creatively.

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
3	Ensure that opportunities for children to play creatively are provided.
13	Ensure that the child protection policy is consistent with Area Child Protection Committee (ACPC) procedures.
14	Ensure that the medication policy enables children's individual needs to be met, and that the complaints procedure includes the address and telephone number of the regulator.

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

How effective is the nursery education?

The provision for nursery education at Little Owl Playgroup is good. It enables children to make generally good progress towards the early learning goals in all six areas of learning.

The quality of teaching is generally good. Staff plan a range of worthwhile activities that demonstrate a sound understanding of the stepping stones towards the early learning goals. They respond to children's interests by answering questions clearly and effective thinking is supported through the good use of open questions.

Resources are used efficiently to support children's learning, however activities are not regularly evaluated and developed to encourage imaginative play and some opportunities in the daily routine to develop self-help skills, are not exploited.

Children behave well in response to the high expectations of staff who act as good role models and the assessment system is beginning to be used well to plan for the children's individual needs.

Leadership and management are generally good. The playgroup benefits from a dedicated manager and committee who support the strong staff team. Staff development needs are identified and addressed and staff have a collaborative approach to all aspects of their work. Although there is not a formal procedure in place to assess the strengths and weaknesses of the provision, there is a strong commitment to improvement.

Partnership with parents is very good. Parents are invited to contribute to their child's record of progress and to support the children's learning both at home and in the group. Staff and parents meet regularly to discuss children's progress and achievements and a strong emphasis is placed on celebrating cultural differences.

What is being done well?

- Children are confident speakers and good listeners and develop good relationships with adults and each other.
- Observation and assessment is well used to inform planning and identify children's strengths and areas for consolidation.
- Everyday activities are exploited to develop children's mathematical understanding such as comparing the number of boys and girls present, counting the days for the advent calendar and matching the appropriate written numbers.
- Parents contribute to, and are well informed about their children's achievements and progress and are encouraged to be involved in their learning.

- Management and staff are committed to the improvement of the educational provision.

What needs to be improved?

- the opportunities for children to develop self-help skills and health and bodily awareness, particularly at snack time
- the opportunities for children to lead activities, make independent choices and play imaginatively
- the extension of some activities for more able children, particularly in the area of communication, language and literacy
- the procedures for assessing the strengths and weaknesses of the nursery education.

What has improved since the last inspection?

not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children's confidence and self-esteem are well supported by staff who are sensitive to their needs. They share and take turns well, show care and concern for others and have a developing sense of right and wrong. Children have good concentration skills and enjoy the activities provided. Opportunities to develop self-help skills are limited.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are keen to communicate with adults and each other. They listen to stories, share and respect books and talk about real and imagined situations. Children recognise their first names and are beginning to write these correctly with well formed letters, although this is not extended for more able children. There are some opportunities for children to write for different purposes, however these are not regularly identified in the planning of activities or exploited imaginatively.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children count and recognise numbers 1-10 and beyond and shapes and colours. They use positional language and have a developing understanding of the concept of addition. Their use of numbers is reinforced through activities such as counting the numbers of children present at registration and taking part in a shopping game. Opportunities to use developing mathematical ideas to solve problems during the daily routine are not sufficiently utilized.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Staff encourage children to explore a variety of materials and substances, for example, glitter or bath foam in oil and water, so that they can compare and observe change. Children confidently use the mouse to operate the computer and use home made telephones in their imaginative play. A strong emphasis is placed on children's understanding of different cultures and beliefs. Opportunities for children to independently design and make are limited.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are set challenges such as walking along beams, riding bicycles in a confined space and throwing soft balls in hoops. Staff ensure that children understand the safe use of needles for sewing and small equipment such as paintbrushes, crayons and lego are manipulated confidently. Action rhymes are used for the identification of body parts however, this is not extended to develop children's understanding of health and bodily awareness.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children sing enthusiastically when learning the days of the week and practising their nativity play and use their imagination to add actions and movement. They devise their own play scenarios and enjoy dressing up even though they are not able to independently access the clothes. Children use paint for hand printing, draw freely and develop skills such as folding, gluing and cutting, however, most activities are adult led.

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

- improve the opportunities for children to develop self-help skills and health and bodily awareness
- improve the opportunities for children to lead activities, make independent choices and play imaginatively
- plan the extension of some activities for more able children, particularly in the area of communication, language and literacy
- introduce procedures for assessing the strengths and weaknesses of the nursery education.

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.