



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 221812

DfES Number: 595668

INSPECTION DETAILS

Inspection Date 10/11/2003
Inspector Name Denise May Smith

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Benwick Butterflies Pre School Playgroup
Setting Address Benwick Village Hall
High Street, Benwick
March
Cambridgeshire
PE15 1XA

REGISTERED PROVIDER DETAILS

Name The Committee of Benwick Butterflies Pre School Playgroup
1030750

ORGANISATION DETAILS

Name Benwick Butterflies Pre School Playgroup
Address Benwick Village Hall
High Street, Benwick
March
Cambridgeshire
PE15 0XA

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

Benwick Butterflies Playgroup opened in 1974. It operates from the village hall, next to Benwick Primary School. The group serves the local, rural community. There are currently 19 children from two to five years on roll. This includes 13 funded 3 year olds and 1 funded 4 year old. Children attend for a variety of sessions.

The group opens for 5 sessions per week during school term times. Sessions are from 09:00 to 11:30 hrs Monday to Thursday and 13:15 to 15:15 hrs on Fridays. Two staff work with the children. Half of the staff have early years qualifications to NVQ level 3.

The setting receives support from a mentor from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Benwick Butterflies Playgroup provides satisfactory care for children.

The committee and staff work well together which, enables the children to be cared for in an appropriate environment according to their differing needs. The staff are committed to training and increasing their knowledge and skills. The selection of well maintained, appropriate resources give children many opportunities to learn, explore, develop and enables staff to offer appropriate care. Children, do not however, choose to freely select toys and resources from the available storage trolleys. Most policies and documentation are in place. Some policies need updating, maintaining or implementing.

Children develop an understanding of health and hygiene which, is appropriately supported by the staff. The arrangement of snack time encourages children to interact socially and the food and drink available is healthy and nutritious. Effective procedures are in place in order to offer protection for children and ensure they are cared for in a safe environment. However, no formal risk assessments are undertaken.

All children have access to the group, the range of resources and the activities offered. They give support to children with special needs which, enables all children to participate in the activities. Staff are positive with the children encouraging good behaviour. Children understand right from wrong.

There is a good partnership with parents. Staff, gather lots of information from parents so that children feel secure in the group. Parents are kept informed of what is offered within the playgroup and are actively involved in all aspects of the running and day-to-day sessions.

What has improved since the last inspection?

At the last inspection the committee agreed to, obtain written permission from parents prior to administering medication and to record any medication given. To provide action plans relating to how the leader would be trained to a level 3 suitable to her post, how the group would ensure a person qualified in first aid would always be present and how basic play opportunities such as free art, sand and water would be made available in winter months. They further agreed to ensure arrival times of staff and children were recorded, to increase staff awareness of child protection procedures and to comply with any recommendations from the fire department. The outdoor play area was also to be made safe.

Written permission from parents prior to administering medication is now obtained and a record any medication given is recorded. However, these are not currently signed by the parents/carers. A new leader has been appointed who is trained to a level 3 in early years, she is also trained in first aid. Free art, sand and water are now routinely available in winter months. The arrival times of staff and children are now recorded and the leader has completed training in child protection. The fire officer has visited and did not make any recommendations. The outdoor play area is no longer used: the school playground is used instead.

The committee have ensured all of the actions from the transitional inspection have been implemented; the care offered to the children has increased allowing them to be cared for in a safer, more enriching environment.

What is being done well?

- The good partnership with parents and carers enables children to feel secure in the group and allows staff to care for the children according to their wishes.
- The good, nutritious snacks and drinks offered to the children fosters good attitudes in the children.
- The good awareness of child protection procedures allows staff to promote children's health and welfare.
- The good, positive messages staff give the children encourages good behaviour.

What needs to be improved?

- risk assessments, to further enhance the safety of the children
- children's self selection of activities from the accessible storage trolleys
- the leaders familiarity with current Health and Safety procedures
- the record of medication administered to children ensuring that it is countersigned by the parent/carer
- the procedure to be followed in the event of a child being lost or uncollected.

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 must take the following actions by the date shown

Std	Action	Date
2	Ensure that a written policy is in place regarding the procedures to be followed in the event of a child being lost or uncollected.	01/03/2004

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
4	Ensure that risk assessments are undertaken to ensure the safety of the children.
5	Ensure that children are encouraged to self-select activities from the accessible storage trolleys.
6	Ensure that the leader is familiar with current Health and Safety procedures.
7	Ensure that any medication administered to children is countersigned by the parent/carer.

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 Benwick Butterflies Playgroup is acceptable and of good quality. It enables children to make very good progress in mathematics and generally good progress towards all other areas of learning.

Teaching is generally good. Children form good relationships with both their peers and adults. Staff are caring towards the children and interested in what they say. They have a very positive manner, which naturally engages the children. Staff are skilled at allowing children to develop their own games and ideas, offering support when required. However, all opportunities to extend and develop children's learning are not explored. A range of toys and equipment is provided to support children's learning. However, some activities are not organised to allow enough space for children to spread out. For example, the chalk table was too crowded and the small, A4 size paper on the painting easels is too restrictive for children to paint freely and set too high for most children to reach easily. Adults have strategies in place, which foster good behaviour. Children respond well to these and understand what is acceptable behaviour. Adults are sensitive to the needs of children who have special educational needs; an effective system is in place to provide support.

Assessments of what children know are made and comprehensive plans ensure that all areas of learning are available. However, the next steps for children are not identified and therefore assessment does not inform the planning cycle.

Leadership and management is generally good. The relationships between the committee and staff is good. Staff are committed to training and are enthusiastic to try new ideas.

The partnership with parents and carers is very good. Parents are well informed about the settings activities and regular information is sent home. Parents are made aware of their children's progress towards the early learning goals.

What is being done well?

- The programme for mathematics is comprehensive and well supported by staff who understand and use different approaches to teach mathematics.
- The different methods used which, ensure parents are involved in their children's learning and kept informed of the progress their children are making towards the early learning goals.
- Children confidently use the computer to access age appropriate programmes. Tape recorders and simple electronic toys are well used on a daily basis and appropriately supported by staff.

What needs to be improved?

- The organisation of art and drawing activities, so that children have appropriate space on the table provided and to ensure that the paper on the easels is of sufficient size to enable the children to express themselves freely.
- The assessment of what children know so that the next steps for children's learning can be identified and used to inform the planning cycle.
- The opportunities for mark making to support role-play activities and to encourage writing for a purpose.

What has improved since the last inspection?

Very good progress has been made at implementing the action plan drawn up to address the two key issues from the last inspection.

Children now have many opportunities to recognise and refer to familiar words and numbers. Numbers are widely used in all activities and children can recognise and use numerals in their play. Labels are well used in the playgroup and familiar words are used to support learning.

Children now have access to a range of technology resources. They confidently use the computer to operate age appropriate programmes. Tape recorders and simple electronic toys are well used on a daily basis and appropriately supported by staff.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are motivated to learn and to try new experiences. They work well in small or larger groups having good relationships with both their peers and adults. They are developing an awareness of the needs of others, are confident, happy and secure in the group, separating from their carers with ease. Children are aware of the agreed codes of behaviour and respond well to the positive messages given to them by adults. They are skilled at self-care but their independence is not always fostered.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children's language is developing. They talk about themselves, significant events and speak confidently. Labels and name cards are used well giving opportunities to read familiar words. Books, although available, are not widely used. Opportunities for mark making are provided but do not support role-play activities or encourage writing for a purpose. Opportunity to link sounds to letters and the alphabet are mainly focused in the rising 5's group. Opportunities are limited in general sessions.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are skilled at using mathematical concepts across many play situations. They recognise shape, size and quantity and use appropriate language to describe position. Children say and use numbers in context counting reliably to 10 and beyond. They recognise and recreate patterns and use mathematical concepts to problem solve. Staff, make good use of introducing concepts of calculation and relating adding and subtraction to combining groups of objects via planned and spontaneous activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children use a range of construction equipment, tools and materials to cut, join and build in two and three dimensions. They investigate objects and aspects of nature such as the weather and enjoyed a trip to a local farm. However, visitors from local community are not routinely invited into the group. The range of ICT equipment is well used and is appropriately supported by staff. Children enjoy talking about past and present events. There is a planned programme to learn about other cultures.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Daily opportunities are planned, both indoors and out, all year around which, encourage children to climb, jump, slide, balance and develop a sense of space. Children move confidently to music and during general physical activities. They have awareness of their own bodies and of others. They use tools and equipment in a variety of activities, with control and a developing awareness of safety. Children do not routinely learn about staying healthy or the effects of exercise on their bodies.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children develop their imagination through role-play and are skilled at making up stories about imagined experiences and organising their play. Children enjoy listening and moving in time to the rhythm. Music is not used to support other areas of learning such as repeated sounds and patterns. Art and craft activities form a part of the regular programme. However, some activities are not organised so that children can get the most from the experience and have room to feely express their ideas.

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

- Ensure that appropriate space is provided for children when setting out art and drawing activities and that the paper provided is of sufficient size to enable the children to express themselves freely.
- Develop the assessment of what children know so that the next steps for children's learning can be identified and used to inform the planning cycle.
- Provide opportunities for mark making to support role-play activities and to encourage writing for a purpose.

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.