

# Linton Granta Playgroup And Toddlers

Inspection report for early years provision

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<b>Unique Reference Number</b>	221759
<b>Inspection date</b>	05 July 2007
<b>Inspector</b>	Emma Bright
<b>Setting Address</b>	Youth Centre, Linton Village College, Cambridge Road, Linton, Cambridge, Cambridgeshire, CB21 4JB
<b>Telephone number</b>	07951 202372
<b>E-mail</b>	<a href="http://www.lintongrantaplaygroup.co.uk">www.lintongrantaplaygroup.co.uk</a> / <a href="mailto:lavers69@aol.com">lavers69@aol.com</a>
<b>Registered person</b>	Linton Granta Playgroup And Toddlers
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are inadequate - notice of action to improve.

### WHAT SORT OF SETTING IS IT?

Linton Granta Playgroup and Toddlers is managed by a voluntary management committee, made up of parents of children at the setting. It opened in 1977 and operates from the community building at Linton Village College, in Linton. A maximum of 25 children may attend the playgroup at any one time. The playgroup is open five days a week from 09:30 to 12:00, offering a lunch club from 12:00 to 13:00 during school term times. All children have access to an enclosed outdoor play area.

There are currently 50 children aged from three to under four years on roll. Of these, 49 children receive funding for nursery education. Children come from the local area.

The playgroup employs 10 staff. Of these, six hold appropriate early years qualifications and two are currently working towards a qualification.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is satisfactory.

Children learn about personal hygiene through regular routines such as washing their hands after using the toilet and staff act as good role models, wiping down surfaces before serving food. Children run around and exert themselves outdoors, which helps them to learn the importance of regular fresh air and exercise. Children thoroughly enjoy running around in the sunshine; they develop good physical coordination as they pedal their tricycles and they enjoy spontaneous games of 'hide and seek'.

Children are beginning to learn about healthy eating because staff provide a good range of healthy snacks such as pieces of cheese, raisins and crackers, which children readily tuck in to. Children's individual dietary needs are met as clear information is gathered from parents about allergies or special dietary requirements and this ensures children can eat safely. Most staff hold current first aid certificates so that they know what to do in the event of an accident or emergency. If the children become unwell or have an accident whilst they are in the care of the group, individual records are in place to make sure that the appropriate care is given.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is inadequate.

Children's safety is not promoted. The premises are not secure and this means that unauthorised persons can gain access to the building. The written procedure for lost and uncollected children has not been adequately updated as required at the last inspection. This compromises children's welfare and puts them at risk.

Children's overall safety and well-being is further compromised because the child protection policy is inadequate and has not been updated. This means that staff cannot put the procedures into practice to ensure children are protected and kept safe from harm. In addition, a clear procedure for the safe conduct of outings is not in place to and this affects children's safety when away from the premises.

Children are cared for in a generally welcoming environment and they play with a satisfactory range of activities and resources. Resources and equipment are regularly checked by staff to ensure they are in good condition and safe for children to use. Children's safety in case of fire is considered. For example, they practise the emergency escape plan regularly so that they all know what to do in an emergency and are familiar with the routine. This helps to promote children's safety and well-being.

### **Helping children achieve well and enjoy what they do**

The provision is inadequate.

Children's ability to make independent choices is limited by insufficient additional resources and the level of planned adult-directed activities. This limits their ability to learn new skills independently and fails to promote their progress. Group activities and routines do not take into account children's individual needs; the timing of whole group activities extends well beyond children's ability to listen and concentrate and they are unable to pursue their own interests for much of the session. The provision for free play is satisfactory, with children engaging in a range of suitable activities and some adult interaction which helps them to learn

through their play. Children form generally good relationships with staff and they are comfortable in their care.

## **Nursery Education.**

The quality of teaching and learning is inadequate. Staff do not have an adequate knowledge of the Foundation Stage and how activities they provide contribute to children's learning. This lack of knowledge means that planning is poor and not enough activities are planned to truly interest the children. As a result children are being given too few opportunities to acquire new knowledge and skills and this does not meet their developmental needs. Children's assessment records have not been sufficiently developed to fully record children's achievements and plan for the next step in their learning. Parents do not contribute, sharing what they know about their child's abilities and this means that staff have an incomplete picture of children's attainment. Consequently, most of the activities lack challenge and stimulation.

Children are unable to pursue their own interests for much of the session as they are unable to access additional resources during free play. In addition, large group activities are highly adult-led and do not provide appropriate challenge or interest for children. Children spend far too long carrying out instructions to line up, tidy up or sit down. As a result, these activities are chaotic and staff spend time telling children to sit down or line up nicely. Children generally do not listen and ignore adults' instructions. This hinders learning.

Children generally communicate well with adults and each other and they confidently explain that their new school is going to be called 'infants'. They enjoy books, reading together and listening to stories. However, children's early writing skills are poorly catered for as there are limited accessible resources for all children to practise this skill in a variety of everyday situations. In addition, the use of templates and drawing over dots to form letters hinders the development of children's early writing skills.

Children demonstrate an understanding of numbers and counting. However, this is not appropriately supported in the daily routine to help children develop and practise this skill; this means children do not use their mathematical skills readily to solve problems. Children express their imagination through role play as they dress up as builders and 'make walls'. They enjoy painting pictures and explain 'It's a house and flowers'. Although children show an interest in some art activities they have limited opportunities to express and develop their own ideas because adults are over concerned with the end result and fewer resources are available. This means children have insufficient challenge and it inhibits their ability to create experiment and learn independently. Overall children do not make good enough progress in all areas of learning.

## **Helping children make a positive contribution**

The provision is inadequate.

Children's spiritual, moral, social and cultural development is not fostered. Staff do not have a good enough knowledge of behaviour management and they use inappropriate strategies to help children to understand what is expected of them. They have unrealistic expectations and children are expected to sit without purposeful activity for extended periods of time. Staff do not encourage children's independent learning sufficiently and this affects children's ability to feel included and a sense of belonging. Children access an adequate range of resources that promote a positive view of the wider world.

A satisfactory system is in place to support children who have learning difficulties or disabilities. Children form satisfactory relationships with each other and share resources well. Parents receive limited information about the setting and have some opportunities to discuss their child with staff. The complaints procedure is out-of-date and a record of complaints is not in place, which means parents are not informed of the changes.

The partnership with parents and carers of children in receipt of early education is inadequate. Parents do not receive adequate information about the Foundation Stage and they have fewer opportunities to support their child's learning at home. This means they are not always aware of how activities help children learn and make progress towards the early learning goals. As a result children do not benefit from the sharing of activities with their parents that enhances their learning.

## **Organisation**

The organisation is inadequate.

Children do not benefit from a well-organised provision and this means that positive outcomes for children are not promoted. The provider has not been successful in meeting or maintaining any of the recommendations from the last inspection. Some of the required policies are out-of-date; essential records and procedures are disorganised and difficult to find in the case of emergencies. There is no induction procedure to help new members of staff to know what is expected of them or to help them safeguard children effectively if they have concerns for their welfare. This compromises children's safety whilst at the group and puts them at risk. Appropriate recruitment and vetting procedures ensure that adults are suitable and have the necessary skills and knowledge to work with children.

The leadership and management of early education is inadequate. Too little is done to ensure that the range and quality of activities for all children is good enough and this had an adverse effect on their learning and development. Although most staff who work with the children are appropriately qualified, management have not ensured that they have sufficient knowledge of the Foundation Stage to help children achieve well. The lack of clear direction and systematic monitoring of teaching and learning means gaps in children's learning continue unnoticed. Consequently this compromises children's ability to make satisfactory progress in their learning. Overall children's needs are not met.

## **Improvements since the last inspection**

Since the last inspection little progress has been made in improving the provision. The provider agreed to: update the child protection policy; update the procedures for lost and uncollected children; and ensure that children can self-select from the range of activities on offer. These recommendations remain uncompleted. As a result the provision is inadequate and children's safety and welfare is compromised.

At the last nursery education inspection, the provider agreed to develop the system of planning and assessment. This has not been effectively addressed. As a result the provision is inadequate and children's progress is compromised.

## **Complaints since the last inspection**

Since 1 April 2004 there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are inadequate - notice of action to improve.

### WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

#### The quality and standards of the care

To improve the quality and standards of care, the registered person **must** take the following actions:

- ensure the premises are secure
- ensure that clearly defined procedures for lost and uncollected children are in place
- update the child protection policy in line with the Local Safeguarding Children's Boards advice and include procedures to be followed in the event of an allegation being made against a member of staff
- improve the organisation of the session to promote positive behaviour and to provide children with more opportunities to select additional resources and build on their natural curiosity as learners
- update the behaviour management policy and make sure all members of staff employ appropriate strategies, which are developmentally appropriate to manage children's behaviour
- update the complaints procedure so that it is in line with the changes in regulations from 3 October 2005, and develop knowledge and understanding of these changes with regard to keeping a complaints log, ensuring that it is available on request
- provide new staff with induction training, which includes health and safety and child protection procedures, in their first week of employment
- ensure that all records and policies relating to day care activities are up-to-date, readily accessible on the premises and available for inspection at all times.

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

#### The quality and standards of the nursery education

To improve the quality and standards of nursery education, the registered person **must** take the following actions:

- develop staff's knowledge and understanding of the Foundation Stage curriculum guidance to improve the quality and consistency of teaching and children's learning

- improve the system for curriculum planning: use observations and assessments of children's progress to plan activities that build on children's existing skills and interests and provide appropriate challenges
- improve children's assessment records so that they are informative. Ensure parents have opportunities to contribute to their child's record in order to improve staff's knowledge when planning the next stage in children's learning
- provide information for parents on the Foundation Stage and develop opportunities for parents to be involved in their child's learning
- set up effective systems to monitor and evaluate the provision for early education to ensure that children benefit from a rich learning environment and that older and more able children are consistently challenged.

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

The Department for Education and Skills and the local authority have been informed.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)