



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 139331

DfES Number: 511840

### INSPECTION DETAILS

Inspection Date	08/07/2004
Inspector Name	Anne Legge

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Crossways Playgroup
Setting Address	Village Hall Moigne Combe Road Crossways, Dorchester Dorset DT2 8JA

### REGISTERED PROVIDER DETAILS

Name	The Committee of Crossways Playgroup
------	--------------------------------------

### ORGANISATION DETAILS

Name	Crossways Playgroup
Address	Village Hall Moigne Combe Road Crossways, Dorchester Dorset DT2 8JA

## 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

Crossways Playgroup is situated in the village hall at Crossways, six miles from Dorchester. The hall is divided into two areas, with one area, including toilet facilities, used solely by the playgroup. The group also has use of the other area for physical activities and staff have access to the kitchen, storage room and adult toilets in this area. There is an enclosed outdoor play area. The playgroup is registered to care for 24 children, aged 2 to 5 years. Sessions are from 09:00 to 12:00 on weekday mornings in term-time and a lunch club operates from 12:00 to 12:55 on Tuesdays and Thursdays. Four staff work with the children, three of whom are currently working towards appropriate child care qualifications. Systems are in place to support children with special needs or with English as a second language. There are currently 23 children on roll, including 7 funded three-year-olds and 8 funded four-year-olds. The playgroup receives support from the EYDCP and a Foundation Stage advisory teacher.

### How good is the Day Care?

Crossways Playgroup provides satisfactory care for children. The staff are very experienced and work harmoniously as a team. They are currently working towards appropriate qualifications. The premises are spacious and there are plenty of resources, although these are not always well organised to allow children clear access to role play and book areas. The outdoor area and local environment are used very effectively. All the required documentation is in place, but some lacks sufficient detail or is not shared appropriately with parents.

Staff promote healthy eating, meet children's dietary needs and supply nutritious snacks. Standards of safety are satisfactory. Health and hygiene are unsatisfactory, as staff do not have current first aid qualifications and toilet and hand washing facilities are not hygienic. Staff have a satisfactory understanding of child protection and equality of opportunity issues. There are effective systems in place to support children with special needs, but not for the identification of those who may have special needs.

Staff plan a good range of activities for children and spend time talking and playing with them, promoting development, especially in younger children. Staff have a positive approach to the management of behaviour and use appropriate strategies, except in some whole-group activities.

Staff provide regular and detailed information for parents, including newsletters and children's progress reports. Most parents feel well informed and find the staff open and approachable. Parents help with fundraising, but currently have few opportunities to be involved in their child's learning, as topic information is not published until the topic ends and there is no committee or parent rota.

#### **What has improved since the last inspection?**

At the last inspection, the playgroup agreed to produce and implement policies and procedures in accordance with the national standards, to devise and implement a child protection policy, to ensure that the health policy promotes appropriate hygiene practices and to ensure that toiletry supplies are always available. They also agreed to ensure that records are stored securely and that records are kept of visitors. In addition, the group agreed to ensure that electric sockets are safe and that the first aid kit is complete.

The operational plan is now complete with all the required policies and documentation, although the child protection policy is not quite comprehensive and some other documents lack details or are not shared appropriately with parents. A visitors' book is in place and used effectively, and all documents are stored in a locked cupboard. Toiletry supplies are available, but toilet and hand washing facilities are still not hygienic. The first aid kit is regularly checked and refilled and all unused sockets are covered.

#### **What is being done well?**

- Staff work well together as a team. They are all experienced in child care and share planning and organisation duties successfully.
- Staff are committed to improving their skills and qualifications.
- Staff plan a wide variety of activities for children, allowing them to make choices, including whether to play indoors or outside, in fine weather.
- The outdoor area and the local environment are used extensively to promote learning about natural changes, wildlife and farm animals.
- Staff teach children about healthy foods, meet all special dietary needs and provide nutritious snacks and drinks.
- Staff develop good relationships with children and manage their behaviour well in small group and individual sessions.

#### **What needs to be improved?**

- staff's first aid training, so that at least one member of staff always has a

current qualification

- the toilet area, to ensure that paper and other resources are not stored beside open toilet cubicles, and arrangements for washing hands are made more hygienic
- the child protection policy, to include correct procedures to follow if an allegation of abuse is made against a member of staff and daily registers, to show exact times of arrival and departure of children and staff
- accident and incident records, so that they are shared appropriately and confidentially with parents
- the organisation of resources and of whole-group activities
- systems for recording observations and assessments of children who may have special needs.

### 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 staff obtain the relevant first aid training and that at least one member of staff with a current first aid certificate will be on the premises or on outings.	01/09/2004

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

Std	Recommendation
7	Ensure that toilet and hand washing facilities are hygienic.
5	Review the organisation of resources to ensure that children can use them effectively, especially in the role play and book areas.
10	Devise and implement effective systems for monitoring and recording assessments of children who may have special needs.

14	Ensure that all policies and procedures are regularly reviewed, updated, and shared appropriately with parents, especially daily registers, the child protection policy and accident and incident records.
----	--

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

### How effective is the nursery education?

Crossways Playgroup provides good quality nursery education. Children make generally good progress overall towards the early learning goals and very good progress in their knowledge and understanding of the world.

Teaching is generally good. Staff are gaining understanding of the early learning goals and usually interact effectively with children, using questions and discussion to promote learning. They plan a wide range of activities, with topics covering all areas of learning, but not all stepping stones. Staff observe children and record information about progress in the six areas of learning, but not in relation to the stepping stones. Assessments are not used effectively to guide planning, especially for the most able. Children with special needs are supported but systems are not clear for identifying those with possible special needs.

Children have plenty of choice and become independent learners. Staff develop positive relationships with children and manage their behaviour consistently in small-group and individual activities. Children do not behave well in whole-group activities, as these sessions are not always well organised. Daily routines are not used effectively to develop children's understanding.

Leadership and management are generally good. There is currently no committee, but staff work together effectively to run the group. Three staff are training for child care qualifications and all activities are evaluated. There are no formal systems for monitoring the quality of education, nor for identifying staff training needs.

Partnership with parents is generally good. Parents receive information on admission and staff issue regular newsletters. Twice-yearly progress reports and open days allow parents to discuss their child's progress. There is no record of progress in relation to the stepping stones and parents do not become involved in their child's learning, as they have no information about current topics and do not serve on a rota.

### What is being done well?

- Staff are skilful in developing children's knowledge and understanding of the world. They use the local environment and effective discussions with children to successfully promote learning about time, places and the natural world.
- Children's speaking skills are good. They communicate confidently with each other and with adults, and use language effectively in discussions and in organising their thinking.
- Children have many opportunities to make choices about activities and resources, including optional outdoor play. They become independent and confident in their play.

- Children write for a variety of purposes, including in their role play.
- Staff plan a good range of activities for children, covering all areas of learning.

#### **What needs to be improved?**

- the organisation of whole-group activities, so that staff know their purpose and children know how to behave
- the use of daily routines and activities to promote learning
- systems for assessing children's progress and planning to meet their individual learning needs
- systems for monitoring the quality of nursery education
- systems for recording observations of children who may have special needs.

#### **What has improved since the last inspection?**

The playgroup has made generally good progress in addressing the key issues from the last inspection. Opportunities for children to understand the links between sounds and letters have been extended through the purchase of phonic games and the introduction of some free-choice activities, such as cutting names from dough and discussing the letter sounds which make up the names. However, staff are not clear or systematic in their approach to teaching letter sounds. Able children are not sufficiently challenged and daily routines are not used to reinforce learning in this area.

Staff have begun to record children's progress in the six areas of learning, relating observations to the early learning goals. There is still no effective system for assessing children in relation to the stepping stones or for using this information to inform planning. Activities are not adapted for children of different abilities. Parents still have no opportunities to contribute to children's records.

A new SENCO has been appointed and she has completed some training. All staff have some understanding of special needs issues and procedures. Systems are now effective for children with identified special needs, but not for those about whom staff have concerns, and who may be found to have special needs.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Children are confident and polite. They make choices about activities and resources and become independent in their play and in their personal care. They concentrate well at chosen activities and make good relationships with each other and with adults. They learn to share toys and resources and to take turns in games. Children behave well in chosen and small-group tasks, but do not always concentrate or behave appropriately in whole-group sessions, where adult expectations are unclear.

### COMMUNICATION, LANGUAGE AND LITERACY

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

Children speak clearly and use language well to communicate ideas and describe events. They listen carefully in small groups and follow instructions well. They enjoy sharing books in groups and respond appropriately to stories. Children begin to link letters to sounds through occasional activities and games, but this is not developed through daily routines or extended for more able children. They write for different purposes, including in role play, and sometimes write their name.

### MATHEMATICAL DEVELOPMENT

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

Children learn to recite numbers and to count accurately, in a variety of free-play and planned activities. They begin to recognise numerals and to relate them to groups of objects. They sometimes begin to solve problems in small group activities, such as finding treasure in the sand. Children recognise some two-dimensional shapes and use mathematical language, such as 'big' and 'small'. More able children are not consistently challenged to develop their understanding of number and shape.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
------------	-----------

Children enjoy frequent discussions with staff about their experiences and develop a good sense of time and place. They make good use of the local area to learn about natural life and changes. They use a range of technology equipment, such as tape recorders and telephones. They design and make in a variety of media, such as collage and construction kits. They develop their understanding of different cultures through the celebration of many different festivals.



<b>PHYSICAL DEVELOPMENT</b>	
Judgement:	Generally Good
Children enjoy a good range of physical activities and begin to understand their physical needs. They move confidently and develop a good sense of space. They become well co-ordinated in their use of the available large equipment, such as for climbing and balancing, and small equipment, such as scissors and brushes. Children's progress is sometimes limited by a lack of structure in activities, with restricted challenges for able children in ball skills and in the use of wheeled toys.	

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Generally Good
Children enjoy a variety of creative activities, such as sponge painting and collage. They explore colour and texture by mixing paint and using a range of craft resources. They develop their imaginations in role play, drawing, stories and crafts. Children start the day with taped music, sing familiar songs and use instruments to explore rhythm and tempo. Role play is not always appropriately supported by adults and music and craft activities are not always extended for able children.	

<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>
---

## **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**

- continue to develop systems for assessing children's progress in relation to the stepping stones and use this information to inform planning. Ensure that appropriate challenges are planned for the most able children, especially in literacy, mathematics and creative development
- review the organisation of whole-group activities and daily routines, identifying clear learning objectives and ensuring that they are used effectively to promote learning and to encourage appropriate behaviour
- establish systems for monitoring the effectiveness of the nursery education provided, including staff appraisals and the identification of training needs.

*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.*