



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 221750

DfES Number: 519470

### INSPECTION DETAILS

Inspection Date 08/04/2003  
Inspector Name Emma Bright

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Abington Pre-School  
Setting Address 68 High Street  
Great Abington  
Cambridge  
Cambridgeshire  
CB1 6AE

### REGISTERED PROVIDER DETAILS

Name The Committee of Abington Pre-School

### ORGANISATION DETAILS

Name Abington Pre-School  
Address 68 High Street  
Great Abington  
Cambridge  
Cambridgeshire  
CB1 6AE

## 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

Abington Playgroup opened in 1978. It operates from a mobile building, within the grounds of Abington Primary School. It serves the local area.

The group are registered for 25 children aged two to five years. There are currently 35 children aged from two to five years on roll. This includes 11 funded three year olds and eight funded four year olds. Children attend a variety of sessions. The group support a small number of children who have special needs.

The group opens five days a week during school term times. Sessions are from 9.00am to 2.45pm.

Two full time and three part time staff work with the children. Three staff have early years qualifications. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership (EYDCP).

### How good is the Day Care?

Abington Playgroup provides satisfactory care for children. The group offers a warm and welcoming environment for the children in their care. The staff are qualified and experienced, however in the day to day running of the group the staff are not always available to suitably support the children in their activities.

The premises are safe and secure. The staff have a good awareness of safety and ensure the children understand about safety. Most areas for promoting children's health are satisfactory.

The group provides a good range of toys and resources, which children are able to choose from. However, there are few toys and resources that reflect positive images of culture, gender or disability. The staff develop good relationships with the children and the children are happy and settled. The group ensures that the children are involved in a wide range of interesting and stimulating activities, however the planning does not reflect how the children have progressed.

The group has good relationships with the parents. The group regularly shares information with the parents about their child. Most of the relevant paperwork is in place.

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

At the last inspection the group agreed to provide an action plan detailing how the person in charge will meet the NVQ level 3 qualification, including timescales; amend the written complaint procedure to reflect the group's practice and to display the Public Liability Insurance certificate.

The person in charge is awaiting accreditation of qualifications and training undertaken. The complaints procedure has been suitably amended and the Public Liability Insurance certificate is now displayed.

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

- Staff have attended a wide range of training courses, which ensures that they are up to date on new developments in early years. Children benefit from being cared for by an experienced, qualified staff team. (Standard 1)
- The premises are warm, welcoming and colourful where children can play safely. (Standards 4 and 6)
- The group provides a good range of toys and activities, which the children play with enthusiastically, both indoors and outdoors. (Standard 5)
- The group forms good relationships with the parents. Information folders available to parents to inform them of the group and other local organisations, which may help support them. (Standard 12).

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

- deployment of staff - to ensure that children have adequate adult support during activities (Standard 2)
- children's hand washing facilities (Standard 7)
- documentation - request written permission from parents for seeking emergency medical advice or treatment (Standard 7); keep a sufficiently detailed record of significant issues and share this with parents (Standard 11); and a procedure is included in the Child Protection policy regarding allegations made against a member of staff (Standard 13).
- resources - to ensure children have access to toys and activities that reflect positive images of gender, culture, religion, race and disability (Standard 9).

#### **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 should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	ensure staff are deployed effectively within the premises to promote the development of children.
7	ensure children have access to suitable hand washing facilities.
7	request written permission from parents for seeking emergency medical advice or treatment.
9	expand range of resources to reflect positive images of gender, culture, religion, race and disability and make these freely available to children on a daily basis.
11	keep a sufficiently detailed record of significant issues and share this with parents.
13	ensure that the Child Protection policy includes procedures for when an allegation is made against a member of staff.

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

### How effective is the nursery education?

Abington Playgroup offers good quality provision, which helps children to make generally good progress towards the early learning goals.

Teaching is generally good. Staff understand how children learn through play experiences, and they provide a child centred environment for children to explore freely. There is a good range of equipment to support children's progress in all areas of learning. Children behave well in response to the high expectations and sensitive support of the staff. However, not all activities build upon what children already know and some activities lack challenge for older or more able children.

Curriculum planning is generally good. Although plans are not informed by children's assessment records and sometimes lack progression for all individuals. A system is in place to help children with special educational needs, and children who do not use English as their first language are helped to join in the full range of activities.

Leadership and management is generally good. The pre-school manager is responsible for the day to day running of the group and is supported in her role by a management committee of parent volunteers. The staff team are committed to their own professional development in order to continue to improve the quality of provision. However, there is no formal system in place for evaluating and reviewing the effectiveness of the pre-school's practice.

The partnership with parents and carers is generally good and contributes to children's progress towards the early learning goals. Parents are well informed about the foundation stage and the pre-school's activities and routines. They share information about their child daily and discuss their children's progress. However, parents comments about their children's interests outside pre-school are not recorded or used to inform curriculum planning for individual needs.

### What is being done well?

- Children are making very good progress in knowledge and understanding of the world, and in communication, language and literacy. They use a wide range of vocabulary to discuss similarities and differences between objects they observe and ask questions and show an interest in the natural world . They show a sense of time and place, and use a sand timer to negotiate for time to play with toys.
- Adults show a good understanding of how children learn through play experiences and promote their free choice of activities. They organise a child centred environment for children to explore and access a range of equipment and resources. They invite professionals such as the local GP and Fire

Officers into the setting to further enrich children's learning.

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

- The system for planning and assessment, to ensure that a progressive range of activities is provided in all areas of learning, building on what children already know and providing appropriate challenges for each individual.
- The use of staff as resources, ensuring that all members of the team are clear about their roles and are affectively deployed to enable children to make progress in all areas of learning.
- Children's potential to be involved in daily routines such as preparations of snacks, labelling of artwork etc., in order to take advantage of every opportunity to extend their learning through meaningful activities.

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

The playgroup has made generally good progress with key issues from the previous inspection. Whole group sessions are now organised so that children are able to choose their own activities and pursue their own interests through 'free flow play'.

The range of resources to reflect social diversity has been increased and books now include those that teach children about numbers and counting. The book corner is well resourced and attractively presented, encouraging children to visit it regularly and access books for enjoyment.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children's development in this area is generally good. They work well together in small or large groups, take initiative and show high levels of concentration during self-chosen activities such as small world or sand play. They make good relationships with adults and other children in the group and share resources. They take turns to sit on an adult's knee to listen to a story and respect each other's needs. However, some activities such as art and craft, have high levels of adult intervention.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are making very good progress in this area. They interact with each other and with adults, speaking clearly and confidently. They explore the meaning and sounds of words and offer suitable words to finish off rhymes. Children tell stories about their home and events using a range of vocabulary to discuss their experiences. Children enjoy making and using books, and write spontaneously in the role play area. They understand that print carries meaning and recognise some familiar words.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children's mathematical development is generally good. They use number names and count to ten in their play. They recognise numbers and show a developing understanding of addition as they count the number of bowls needed for the cooking activity and then add "three more". They use their developing understanding to solve practical problems such as dividing the cake mix into 'half' to make two. However, they do not show an understanding of subtraction, nor use language associated with it.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children make very good progress in this area of learning. They discuss similarities and differences between objects they observe, such as helicopters with rotors or frogspawn changing to tadpoles. They observe changes in the weather each day, asking questions and showing interest in the natural world and their environment. They show a sense of time and place and use a sand timer to negotiate for time to play with toys. They discuss coming and past events in their lives with understanding.

## **PHYSICAL DEVELOPMENT**

Judgement: Generally Good

Progress in physical development is generally good. Children move confidently and imaginatively, indoors and out. They show good co-ordination and are able to balance and climb in safety. They use a wide range of small and large equipment with increasing control. They handle tools such as scissors, glue sticks and paintbrushes and use construction materials such as wood and nails in safety.

## **CREATIVE DEVELOPMENT**

Judgement: Generally Good

Children's creative development is generally good. They explore colour, shape and texture through a variety of practical activities and express their imagination in role-play and small world. They show an interest in sounds and explore how they can be changed and repeated using their voices, tape recorders and musical instruments. However, children do not always express ideas freely in art and craft due to adult intervention and direction in some activities.

**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**

- 1. Introduce a formal system to monitor and evaluate practice, and to assess the effectiveness of teaching strategies within the setting.
- 2. Continue to develop the system of planning and assessment to ensure that a progressive range of activities, which meet the needs of each child, is provided in all areas of learning.

*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.*