



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN EY218984

DfES Number:

### INSPECTION DETAILS

Inspection Date	11/09/2003
Inspector Name	Carolyn Thompson

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Tutbury Pre-School Playgroup
Setting Address	Tutbury Youth & Community Centre Cornmill Lane Tutbury Staffordshire DE13 9HA

### REGISTERED PROVIDER DETAILS

Name	Tutbury Pre-School Playgroup 1015234
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### ORGANISATION DETAILS

Name	Tutbury Pre-School Playgroup
Address	Tutbury Youth Club Cornmill Lane, Tutbury Burton-on-Trent Staffordshire DE13 9HA

## 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

Tutbury Pre-School Playgroup opened in 1973. It has recently moved to the Tutbury Youth and Community Centre, which is situated close to the centre of the village. The group serves the local community.

There are currently 49 children aged two and half to four years on roll. This includes 25 funded three-year-olds. Children attend for a variety of sessions. The setting currently supports children with special needs and children with English as an additional language.

The group opens five days a week during school term times. Sessions operate Monday to Friday mornings 09:15 to 11:45 and Wednesday, Thursday and Friday afternoon 13:15 to 15:45.

Six staff work with the children, all hold an early years qualification to NVQ level 2 or 3. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership (EYDCP). The group have completed the Pre-School Learning Alliance (PLA) accreditation scheme.

### How good is the Day Care?

Tutbury Pre-School Playgroup provides a good standard of care for children. They provide a welcoming friendly environment for children and their parents. Policies and procedures are available in the operational plan, which ensure that staff are aware of their responsibilities to the children in their care. Appropriate steps are taken to ensure that hazards to children are limited. There is an extensive outside play area surrounding the building, in which the group operate however some uneven surfaces limits the use of this area.

Staff are aware of children's individual needs and respond appropriately to these. A wide range of activities are planned which ensure that children have an opportunity to learn and develop. A wide range of resources are available. Records are kept of children's learning and development these are completed following detailed and

comprehensive observation and assessment. The children enjoy a healthy snack and drink with staff mid session.

Partnership with parents is good. The staff work closely with parents to ensure that they are aware of children's individual needs. Parents are able to help within the group; they are also encouraged to serve on the group's management committee. Parents have access to children's written development records and are provided with a comprehensive assessment of their child's development on a regular basis.

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

Not applicable as there were no actions raised at the last inspection.

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

- Planning of activities is comprehensive. Children are able to learn and develop through activities, which are both fun and interesting.
- Assessment of children's individual development is good. A range of techniques are used to observe and assess children. Children's development records are used to plan future activities to ensure children's individual development.
- There is a wide range of resources available. Staff use these imaginatively to support planned activities.
- Partnership with parents is effective. Parents are encouraged to help in the group and to serve on the group's management committee. Detailed and comprehensive information about the setting is available to parents. Staff work closely with parents to ensure that children's individual needs are met.

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

- the outside play area to ensure that it can be used regularly for children's outside play activities.

#### **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.*

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

### How effective is the nursery education?

The nursery education is very good and children are making very good progress towards the early learning goals. Staff have a very good understanding of the foundation stage of the curriculum and the early learning goals. Detailed and comprehensive planning of activities is undertaken. Staff extend children's learning by encouraging the children to think and by asking open-ended questions. They provide a wide range of planned and spontaneous learning opportunities. They ensure children's develop at their own pace through observation and detailed assessment of their individual development.

Staff work effectively to ensure that they include all children. They work closely with children's parents and other professionals to meet children's individual needs. Individual plans are written for children with special educational needs.

The leadership and management of the setting is very good and staff work very well together as a team. Roles and responsibilities for both staff and members of the committee are available. All staff have an annual appraisal. Staff attend training events to update their knowledge and professional qualifications. A detailed staff development programme is available.

Partnership with parents is very good. Staff ensure that parents are kept well informed about their child's progress and their next stage of development. A rota is available for parents wishing to help in the group. There is also the opportunity for parents to serve on the groups management committee. For new parents there is a detailed and comprehensive welcome pack. Regular newsletters and an informative notice board keep parents up to date.

### What is being done well?

- Staff's clear understanding of the foundation stage curriculum and early learning goals leads to well planned activities which sustain children's interests and efforts.
- Children's personal, social and emotional development is very good children are secure and happy in the group and they respond well to the members of staff and to each other.
- Staff work well together as a team, acting as good, positive role models for the children.
- Partnership with parents is very good. Information given to parents keeps them fully informed about the group, the learning opportunities for their children and their child's development.

<b>What needs to be improved?</b>
<ul style="list-style-type: none"><li>● planning for the six areas of learning when using the outdoor area.</li></ul>



<b>What has improved since the last inspection?</b>
Very good progress has been made since the last inspection. Both points for consideration have been actioned. Children now have more opportunities to recognise the shape and sound of letters. This has been addressed by having a 'letter of the week'; this provides children with the opportunity to practise forming the letter shape and to practice the sound that it makes. Children are encouraged by the staff to identify objects that begin with the relevant letter. Children's progress towards achieving the early learning goals is now recorded using the stepping stones to show children's development.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress in personal, social and emotional development. They are keen and interested to learn. They work together in large and small groups and on a one-to-one basis with staff. Staff have high expectations of children's behaviour and continually praise children's achievements. Children are developing their independence. Children explore and develop an understanding of different cultures.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are making very good progress in communication, language and literacy. They listened well to stories; confidently trying to predict what they think the story is going to be about and what will happen next. Children enjoy singing familiar rhymes both individually and in groups. Staff extend children's learning by introducing new vocabulary linked to the theme. Children are beginning to recognise their name in the written form. A wide range of books are available to children.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress in mathematical development. Staff use both planned and spontaneous opportunities to count with the children in everyday practical and activities. Some children are confidently able to count up to 10. Children have the opportunity to explore different patterns. They have opportunities to recognise shape. Children are becoming familiar with number rhymes. They are able to explore in simple ways the concepts of addition and subtraction

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are making very good progress in knowledge and understanding of the world. Children are able to use their senses to explore and investigate. Children discuss their families past present and future events. They have the opportunity to experience celebrations and foods from around the world. Children are able to access toys and equipment which reflect positive images and equal opportunities.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress in physical development. They are becoming skilful users of a wide variety of tools and equipment, which are freely accessible to them. They access a wide range of large and small equipment to develop fine manipulative and gross motor skills. Children are developing an awareness of a healthy life style. They enjoy following a music and movement programme on tape, which enables them to practice hopping, skipping, jumping and marching.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children are making very good progress in creative development. They enjoy a variety of planned and spontaneous activities, which enable them to explore colour, texture, and music. Children respond to what they see, touch or feel using a variety of creative materials. Children confidently recite simple songs either in a group or individually. Children play imaginatively in the home corner and convincingly take on different roles.	

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**

### **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of high quality. Children are making very 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**

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- develop curriculum planning, for the six areas of learning, when using the outdoor area.

*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.*