



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 253082

DfES Number: 514265

### INSPECTION DETAILS

Inspection Date	06/10/2003
Inspector Name	Alison Putnar

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Speckled Frogs Preschool Playgroup and Holiday Club
Setting Address	The Village Hall Beckingham Doncaster South Yorkshire DN10 4QN

### REGISTERED PROVIDER DETAILS

Name	The Committee of Speckled Frog Preschool
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### ORGANISATION DETAILS

Name	Speckled Frog Preschool
Address	The Village Hall Beckingham Doncaster South Yorkshire DN10 4QN

## 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

Speckled Frogs Pre-school and Holiday Club has been open for over 30 years, and was previously known as Beckingham and Saundby Playgroup. It operates from Beckingham village hall, which consists of the main hall, kitchen and toilet facilities. There is a small fenced grass area for outdoor play and an adjacent park area is also used. The facility is registered to provide care for 25 children from two to eight years old. Children aged up to 11 years old also attend the holiday club.

The pre-school facility is open five mornings a week, from 09:15 to 11:45, with a lunch club available until 12:45. The holiday club offers morning sessions from 09:15 to 11:45 for children aged two to five years old, and afternoon sessions from 13:00 to 16:00 for children aged 5 to 11 years old.

This pre-school accesses the nursery education grant funding for children aged three and four years old. Of the 31 children on roll 10 are funded three-year-olds and one is a funded four-year-old. There are no children attending who have special educational needs and all the children speak English as their first language.

There are three members of staff who work at the facility, two of these are on duty at all times. The three staff all have appropriate early years qualifications and have attended further training courses relevant to their roles. The facility receives support and advice from the Nottinghamshire County Council's Early Years Development and Childcare Partnership (EYDCP).

### How good is the Day Care?

Speckled Frogs Pre-School and Holiday Club provides good quality care and meets the National Standards. The fully qualified staff team work hard to transform the village hall into a welcoming and suitable environment for children. Staff effectively create small areas within the hall to enable children to play in groups, although there is a lack of space for children to relax and play quietly. Children's art work is displayed to promote a child friendly setting.

A wealth of detailed and appropriate policies and procedures are in place and effectively implemented by the staff. These include details on health and hygiene, safety in the setting and the protection of children. The staff know the children well, they are skilled at ensuring all children are active and included in all aspects of the pre-schools' routines. Time is organised effectively, children are able to play freely and take part in more structured groups activities both indoors and outdoors. Snacks are provided according to children's dietary needs.

The staff team work well together to plan a wide range of interesting topics and activities for the pre-school and holiday club. These lead to children being active, and encourage children to make progress in their learning through play. On the whole, there is a good range of toys and equipment which the staff use well. Children are encouraged to freely select and choose further equipment and resources to support their play, which promotes their personal independence.

Staff have developed good relationships with parents. Detailed information is given about the pre-schools' policies, procedures and activities provided. Most records required for registration are well maintained. Good systems are in place to ensure information is obtained to enable staff to care for children according to their individual needs, whilst systems of sharing daily information with parents are satisfactory overall.

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

At the last inspection, the facility agreed to take action to improve safety in the setting, in relation to suitability of staff, the hall stage, electrical sockets and storage of the climbing frame when not in use. All staff and committee members now submit details to enable relevant vetting procedures to be conducted, ensuring their suitability. Action has been taken to address the other safety issues suitably, the risk of accidents occurring to children in the setting has been minimised. The facility agreed to develop recording systems in relation to any complaints or incidents where physical intervention is required by staff to prevent children injuring themselves or others. These recording systems are now in place and will improve communication with parents should they need to be used.

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

- Appropriately qualified and skilled staff are available to support children. Effective grouping of children at times during the session ensures they settle quickly and confidently in the setting. This enables staff to appropriately adapt activities to ensure all children are interested and able to make developmental progress.
- Staff are observant of children's safety at all times. They supervise children well to ensure the risk of accidents are minimised. Children are encouraged to act in a safe way; such as not running indoors, holding hands when walking to the outdoor play area and using equipment safely.
- Good organisation of snack time promotes children's personal independence. Children are able to choose when they go for a drink, preventing disruption to

their play. Varied and healthy snacks are provided, and whenever possible children's self-help skills are encouraged, as they spread their own toast, or pour their own milk on cereals.

- Staff manage children's behaviour in an appropriate and sensitive way. They encourage good behaviour through positive role models and effective reward systems. Children behave well and have good social skills, reminding each other to use good manners.

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

- provision of comfortable seating in the book area to encourage children's use and to provide an area where children can relax and play quietly;
- communication systems, in relation to records of parent's written consent regarding any medication to be administered;
- systems of sharing daily details with parents whose children attend the lunch club and are then transported to school in the afternoon.

#### **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.*

#### **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
4	develop an area, equipped with appropriate furniture, where children can relax and play quietly.
12	improve systems of obtaining parental written consent regarding medication and develop systems of sharing daily details with parents whose children attend the lunch club.

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

### How effective is the nursery education?

Speckled Frogs Pre-School offers good quality provision, which helps children make generally good progress towards the early learning goals. Children make very good progress in mathematical, physical and creative development. Clear systems ensure that children with special educational needs are fully included in all aspects of the settings' activities.

The quality of teaching is generally good overall, staff use their knowledge of children's development to plan and implement a varied curriculum. Effective teaching leads to children making very good progress in many areas of their development. However, some opportunities are missed to encourage children's knowledge of the many cultures and beliefs in the world. On the whole there is a wide range of resources and equipment available at each session which staff use well to encourage children's interest and participation. Although, limited resources in the book area adversely affects children's independent use of this area. Time is used effectively, offering a good balance of free play and group activities, enabling staff to adapt activities to ensure they have purpose for all children. Staff use clear development records to assist them in planning future activities, ensuring all children can make progress. They appropriately encourage good behaviour and children are well behaved in the setting.

The leadership and management of the setting is very good, the enthusiasm and a commitment to providing a good service is evident from the amount of additional training courses staff have attended. Staff work well together as a team and meet regularly to plan activities, identify strengths and address any weaknesses in the setting.

The partnership with parents and carers is very good. Clear systems are in place that encourage parents to be involved in their children's learning. Parents regularly spend time in the pre-school and are well informed of their children's progress both verbally and in writing.

### What is being done well?

- The excellent provision of a wide range of large and small equipment ensures children make very good progress in their physical development.
- A commitment to developing staff's knowledge and skills ensures continual improvement of the setting. Staff's enthusiasm motivates children to be active in their learning environment.
- Effective systems encourage parents to be involved in their child's learning. There is a well organised rota system and accessible documents which keep them informed of future activities and topics.

- Staff's effective teaching, planning and use of practical activities enables children to consolidate their mathematical knowledge, and leads to children making very good progress in their mathematical development.

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

- the organisation and provision of resources in the book area, to encourage all children's use.
- activities and resources to enable children to experience and develop their knowledge of a wider range of cultures and beliefs.
- opportunities for older children to develop recognition of letters and the initial letter sounds in familiar words.

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

The setting has made generally good progress overall since the last inspection, and very good progress has been made in some areas. Staff have developed their knowledge of incorporating maths activities into the curriculum. They seize every opportunity to encourage children's learning in this area, which has led to children making very good progress in their mathematical skills.

Staff continue to plan and provide opportunities for children to develop their writing skills. Story times are used effectively to develop children's understanding of the written word. However, opportunities are missed to encourage all children's independent use of books, and older children's knowledge of letter sounds at other times during the session. The facility have purchased new equipment to enhance children's experience of using information and communication technology; children now enjoy working with walkie-talkies, remote controlled toys and use cameras to record their activities in the session.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are developing good relationships, they appropriately play alongside each other and older children are beginning to play together sharing ideas and equipment. Good personal independence skills are demonstrated, children are confident to select resources to support their play and operate independently in the setting. Younger children are developing in confidence when separating from their adult carers, all quickly become active and interested in the activities available.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Many children are confident to talk in small groups and share details from their own lives, or talk about objects they have brought in from home. Children use a wide vocabulary during play. They enjoy books read by staff, they listen and join in as appropriate, however they do not often access books independently or make up their own stories. Many children hold pencils correctly and practice mark making, while more confident children attempt to write their names on art work.

### MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children demonstrate very good number skills, many can count objects up to ten. Younger children recognise numerals up to five and older children to ten. More confident children show a developing awareness of simple addition skills when calculating how many more drinks are needed. Children use mathematical language to correctly describe shape, size and quantity during play, some older children use this knowledge to form additional shapes such as two semi-circles joined make a circle.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children are keen explorers, they look at and manipulate objects describing textures and their observations. They show interest in technology and enjoy using walkie-talkies, torches and cameras during their play. Children demonstrate their knowledge of the environment, knowing that leaves fall from trees in Autumn winds, and show interest in the natural world when looking at mini beasts and insects. They talk about events in their own lives but do not yet show an awareness of other cultures.

<b>PHYSICAL DEVELOPMENT</b>	
Judgement:	Very Good
They skilfully and carefully balance and climb on large playground equipment; jumping off and landing safely, and show an awareness of space when crawling through tunnels, demonstrating good large physical skills. Younger children show developing skills of using smaller equipment when fixing together construction pieces and jigsaws. Older children are able to use scissors and tools, with purpose and precision, to cut shapes in paper and dough.	

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Very Good
Younger children are able to differentiate colour and use this knowledge to begin to experiment with mixing shades and tones. Older children demonstrate their creativity when making collages using a variety of materials. Many enjoy the music area and use instruments to accompany music played on tapes. Children use props to act out familiar scenes in the role play area. Younger children play alongside each other while older ones extend this and interact, sharing ideas to extend their games.	

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

- Review the organisation and extend resources in the book area to encourage all children's independent use of books, and enable children to act out or create their own stories, thus promoting early literacy skills.
- Develop upon staff's knowledge and skills of incorporating a wider range of activities that enable children to learn about the many cultures and beliefs in the world.

*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.*