



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 115259

DfES Number: 582067

### INSPECTION DETAILS

Inspection Date 08/09/2004  
Inspector Name Linda Janet Witts

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Greenslade Pre-School Playgroup  
Setting Address Pound Lane  
Nailsea  
North Somerset  
BS48 2NN

### REGISTERED PROVIDER DETAILS

Name Greenslade Pre-School Playgroup 276676

### ORGANISATION DETAILS

Name Greenslade Pre-School Playgroup  
Address Pond Lane  
Nailsea  
North Somerset  
BS48 2NN

## 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

Greenslade pre-school Playgroup first opened in 1972. Through Lottery and other funding the playgroup moved into a brand new purpose built premises in September 2001. The playgroup is on the same site as Kingshill C of E Primary School and North Somerset Inclusion Service, on the edge of Nailsea.

It is registered to provide sessional day care for 24 two to five year olds of whom no more than eight children can be two years old. There are currently 46 children on roll of whom 36 are funded three-year-olds. The group also supports children with special educational needs.

Children can attend playgroup for morning or afternoon sessions up to a maximum of five sessions per week. The sessions run from 9.00to 11.45 and from 12.30 to 15.00 Monday to Friday during school term times.

The playgroup is registered to receive Nursery Education Grant for three and four year olds.

The premises are bright and welcoming and there is a large outside play area with climbing apparatus on safety surfacing.

Inside there is ample play space for a range of child centred activities, a story room and child sized toilets. Disabled access to the building, garden and separate toilet facilities are also in place.

There are 11 members of staff, 6 have qualifications in childcare and education and 2 are volunteer helpers.

The playgroup is managed by a parent committee of which there are 11 members.

Parents are encouraged to be involved in the playgroup by helping at sessions on a rota basis.

### **How good is the Day Care?**

Greenslade Pre-School Playgroup offers good quality care for children. The staff team are enthusiastic, experienced individuals. All key staff hold level three qualifications in child care and regularly attend training for their own personal development. The administrator supports staff and together they ensure the smooth running of the playgroup. Sessions are structured well and children are familiar with the routine. The playgroup environment is attractive and space is utilised well, both inside and outdoors. The group has an excellent range of high quality equipment and stimulating resources accessible to children. Records and policies are well maintained, clear, up-to-date and reviewed regularly. The group's outings procedures do not include taking consents to emergency treatment as appropriate.

Supervision of children is very good. Staff demonstrate safety awareness and take prompt action to minimise any risks arising. They ensure that they maintain a clean environment. Children enjoy healthy drinks and snacks.

A broad range of activities is offered during each session. A key carer system is implemented successfully. Staff have a good knowledge of children's individual needs, including special educational needs and offer appropriate support of children's play. Children are happy, very sociable and confident. They are well-behaved and staff foster self-esteem. Equal opportunities are actively promoted.

Parents and staff have good relationships with one another. Parents are given good information about the provision and staff give regular verbal feedback about children's progress. Parental feedback is valued. Parents are happy with the care offered and praise staff, reporting that they are friendly and approachable.

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

At the last inspection the group was asked to develop and implement an induction procedure for staff; to ensure that all parents are aware of the group's child protection policy and to request parental consents to seek emergency medical treatment or advice. In response to this a staff handbook has been produced and new staff are allocated a mentor to help with their induction. Parental consents have been sought and the parent handbook and registration forms amended to include a request to permit staff to seek emergency medical treatment or advice. The parent handbook has also been amended to ensure that parents are fully informed about the group's child protection policy.

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

- It is a well organised group. The administrator maintains documentation effectively ensuring policies and procedures to ensure the smooth running of the group are understood and implemented by staff and are regularly reviewed. The sessions are structured to provide opportunities for children to engage in free choice, adult-led and group activities both inside and out. Children are familiar with the routine.

- Children are happy and engage in a varied range of worthwhile activities. They have developed good relationships with staff and their peers. Staff have a good knowledge of children's individual needs and are responsive to them.
- Staff demonstrate safety awareness. A thorough risk assessment has been undertaken and staff respond quickly to any risks arising. Supervision of children is very good and they are safe and secure within the setting.
- The group's behaviour policy is clear and focuses on the promotion of good behaviour. The policy is understood by all staff ensuring consistency in practice. Staff present themselves as good role models. Children are well behaved. They show awareness of behavioural expectations.

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

- outings procedures to ensure that children's information and parental consents to emergency treatment are taken, as appropriate.

#### **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
7	Extend the group's outings policy to ensure that it clearly details procedures to be followed when planning and carrying out outings, including routinely taking children's information and consents to seek emergency medical treatment or advice, as appropriate.

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

### How effective is the nursery education?

Greenslade Pre-School Playgroup provision is acceptable and of good quality. Children are making very good progress towards the early learning goals in personal, social and emotional development, communication language and literacy and mathematical development and generally good progress across other areas of learning.

Teaching is generally good. Staff are enthusiastic and have a good knowledge of the Foundation Stage. They plan a broad range of activities and support children with special educational needs well. Staff have a good knowledge of individual children and assessment of their progress is undertaken. However observations are not regularly planned or spontaneously undertaken and are not always used effectively to ensure that all children are sufficiently challenged. Short-term plans do not clearly show learning objectives and do not regularly include opportunities for children to gain awareness of information and communication technology or ensure that all children have good opportunities to use musical instruments. Good use is made of time and resources. Staff promote good behaviour and foster children's self-esteem; this has resulted in a calm, happy environment.

Leadership and management are generally good. The committee and staff are committed to improvement. Staff have good access to training and the committee offers staff support as appropriate. The group is managed well by the joint leaders and team spirit is fostered. A key worker system is effectively implemented. Areas for improvement have been identified but actions to address them have not yet been fully undertaken.

Partnership with parents is generally good. Parents find staff friendly and approachable. They are given good information about the setting and plans for topics are displayed giving some information about the curriculum. They are able to learn more about the curriculum by helping at sessions. Parents feel well informed about their children's progress.

### What is being done well?

- Staff have a very good knowledge and understanding of the Foundation Stage, Early Learning Goals and associated developmental stepping stones. They plan a broad range of activities for children to choose from. They use questioning well, to promote children's thinking, to challenge and to encourage language development.
- Children with special educational needs are supported well. The special educational needs co-ordinator is passionate about her role. She is experienced in recognition and support of children with special needs. She works closely with the local springboard centre, attending to observe children prior to their entry to pre-school. She also works closely with carers and

parents agreeing individual education plans and keeping them informed of children's progress.

- Staff manage behaviour well. They are good role models and foster children's self-esteem through praise and encouragement.

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

- children's opportunities to operate simple equipment and programmable toys and opportunities for more able children to complete simple computer programmes,
- methods used to collect evidence of children's learning to ensure that opportunities to undertake both planned and spontaneous observations are used and that this results in clear evidence of progress and can be used as a means to encourage parents to take an interest in their children's learning.

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

Improvement since the last inspection has been generally good. Staff have continued to refine the record-keeping system. They record children's progress by highlighting developmental stepping stones achieved within Foundation Stage profiles; these are supported with some observations of children's learning. However these observations are not regularly planned or spontaneously undertaken to clearly show progress across all areas of learning.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children show increasing independence in selecting and carrying out activities and show confidence in linking up with others. Many persist at activities of their choosing for extended periods of time. They are very confident and have formed good relationships with staff and their peers. Children are well behaved, respond promptly to adult instruction and many demonstrate an awareness of behavioural expectations within the setting and boundaries set.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children speak confidently including to those unfamiliar to them. They talk through activities and recall past experiences. They listen intently to stories, handle books carefully and take an interest in the illustrations. Many children are able to recognise their own name and some know what letter represents some of the sounds. Children enjoy mark-making. They have access to writing implements, hold them correctly, draw lines and circles and some are beginning to form recognisable letters.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children willingly attempt to count. Younger children say many numbers in the correct order. More able children can count irregular arrangements of objects and are beginning to count beyond 10. Children compare groups of objects. Some say with confidence the number that is one more than a given number. Children also use positional language and mathematical ideas within their play.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children show curiosity, observe and manipulate objects. They construct with a purpose in mind, using a variety of resources. Children are beginning to differentiate between past and present and show an interest in the lives of others. Children have limited opportunities to operate simple equipment, or programmable toys.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are competent movers. They move freely with pleasure and confidence. Children explore malleable materials, squeezing, stretching and using tools to cut and roll it. They pedal tricycles and propel wheeled toys skilfully. They manoeuvre them at speed, negotiating pathways, avoiding obstacles. More able children are not always physically challenged.

## **CREATIVE DEVELOPMENT**

Judgement: Generally Good

Children have good opportunities to try a range of painting techniques and craft activities. They are aware that different media can be combined and can differentiate colours. Children engage in imaginative and role-play based on their own first-hand experiences and also play alongside other children who are engaged in the same theme. They enjoy singing and sing simple, familiar songs. Some children have limited opportunities to use musical instruments.

**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**

- Increase children's opportunities to operate simple equipment and programmable toys. Enable more able children to complete simple computer programmes
- Further develop the use of spontaneous and planned observations, using a variety of techniques to show children's progress across all areas of the curriculum, and encourage parents to take an interest in their children's progress.

*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.*