



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 226940

DfES Number:

### INSPECTION DETAILS

Inspection Date	08/09/2003
Inspector Name	Yvonne Chapman

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	The Park Playgroup
Setting Address	St John the Baptist Church Rooms Clarendon Park Road Leicester Leicestershire

### REGISTERED PROVIDER DETAILS

Name	The Committee of The Park Playgroup
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### ORGANISATION DETAILS

Name	The Park Playgroup
Address	St John The Baptist Church Rooms Clarendon Park Leicester

## 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

The Park Playgroup operates in St John the Baptist Church Rooms in the Clarendon Park area of Leicester. The playgroup operates in the main Church Hall, access is also available to the back room, entrance hall and toilets. The playgroup may care for 24 children aged from 2 years to under 5 years. The group operates on Monday, Tuesday and Wednesday from 9:15am to 12:00pm. Wednesday afternoon sessions are organised when there is demand. There are 4 members of staff working at the setting, all of whom have a Pre School Learning Alliance Diploma in child care.

The playgroup is registered to receive Nursery Education Funding. There are five funded three-year-olds attending at present. There are no children currently attending who have Special Educational Needs or for whom English is an additional Language. The group has had involvement with the teacher support from the Early Years Development and Child care Partnership.

### How good is the Day Care?

The Park Playgroup provides satisfactory care for children in a welcoming, friendly environment. All of the staff hold Pre School Learning Alliance diploma's however the person in charge needs to update her qualification to a level three equivalent. The group also needs to demonstrate how they will ensure a person with a relevant first aid qualification will be on the premises at all times. The playgroup has a management committee who will be elected this month and these persons are to undergo a vetting procedure. Space is organised well to meet the children's needs and children can access toys and equipment easily. Individual records are in place to ensure all children's needs are met, however there are a number of policies and procedures which are lacking in detail.

Staff supervise the children well and risk assessments are completed and reviewed to maintain consistent levels of safety. Staff encourage children to use good hygiene practices and help children develop independence and maintain good health. The setting provides snacks and drinks which are varied and of nutritional value. Staff are caring and attentive to the needs of the children in their care and ensure all

individual requirements are met. Systems for reporting child protection concerns are effective and parents are aware of the playgroup's responsibilities.

The setting has a range of toys and equipment to support children's care, play and learning opportunities. There are resources and pictorial images within the playgroup that promote positive images of culture, ethnicity, gender and disability. Children behave well and staff offer praise for good behaviour.

The setting has a positive attitude towards working in partnership with parents. Parents are involved in the group and value the relaxed and friendly atmosphere.

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

At the last inspection the setting agreed to provide details of the management committee if they had contact with the children and develop an action plan setting out how supervisors will achieve a level 3 qualification. A complaints, child protection, medication and lost and uncollected children procedures were all to be implemented. A visitors record was required and written permission from parents to seek emergency medical advice or treatment.

A new management committee will be elected this month and all details will be submitted. The Person in Charge is still to achieve a level 3 qualification. A visitors book is now available and written permission to seek emergency medical treatment. A complaints procedure is now in place and a medication policy. The lost and uncollected children and child protection procedures are to be further updated.

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

- Children choose toys freely and co-operate with their peers. There is a stimulating range of age appropriate activities available and staff support children in their play and learning.
- Children are able to move around the premises in safety and the available play space is used creatively. Rooms are well prepared and toys and activities invitingly displayed.
- Staff are vigilant about children's safety at all times and assess potential risks and hazards. Children are made aware of dangers and the possible consequences of their actions.
- Staff work together and with parents to ensure children are receiving consistent methods to manage their behaviour. Positive language is used and good behaviour reinforced.

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

- the arrangements for vetting of management committee and nominated person;
- the qualification of the person in charge appropriate to the post;

- the evidence of staff training and qualifications;
- the statements and procedures to be followed in the event of a child being lost; child protection, special needs and equal opportunities;
- the recording of fire drills;
- the arrangements for at least one person with a first aid training certificate to be on the premises or on outings.

### 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
1	develop and implement an action plan that sets out how the Person in Charge will achieve a level three qualification	17/10/2003
7	develop and implement an action plan detailing how at least one member of staff with a current first aid certificate will be on the premises or on outings at any one time	17/10/2003

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

Std	Recommendation
1	ensure the management committee members and nominated representative details are submitted to Ofsted to enable the vetting procedure to be undertaken
2	provide evidence of staff training and qualifications
2	develop procedures to be followed in the event of a child being lost
6	provide record of fire drills
9	devise an equal opportunities policy that is consistent with current legislation and guidance. Ensure that this is understood and implemented

	by all staff and shared with parents
10	devise and make available to parents, a written statement on special needs which is consistent with current legislation and guidance. Ensure that this is understood and implemented by all staff
13	provide a written statement based on the Area Child Protection Committee Procedures, clearly stating staff responsibilities. Ensure it includes procedures to be followed in the event of an allegation being 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?

The children are making generally good progress towards the early learning goals.

The staff have a good knowledge and understanding of the foundation stage, and the planning system covers all six areas of learning. Activities are evaluated, however the information gained does not influence planning and the learning of more able children is inhibited in group situations. Staff have introduced a new observation and assessment system which is in its early stages at present. A maximum of five funded three-year-old children attend at present, four of these only admitted this term. There are no children attending who have special educational needs, or have English as an additional language. Staff are informed and committed to recognising and providing for any child with special educational needs. Resources are sufficient and accessible to all children. Staff manage children's behaviour well and the children respond well to their consistent approach.

The setting provides useful information for parents including topics being covered and areas of the curriculum being taught. Parents are well informed about their child's progress and they are encouraged to share what they know about their child. There is a home links programme which works well. Parents are invited to share their skills in the playgroup and their contributions are acknowledged and valued.

The person in charge is very involved in the day to day operation of the playgroup, she is a positive role model and supportive of the staff. There are opportunities for staff appraisal, although some areas identified for staff development have not been followed through. Staff have opportunity to share their ideas for the improvement of the playgroup through staff meetings. A new parent committee will be elected this term who will work closely with staff to monitor and evaluate the provision. The whole staff group are committed in their wish to improve the care and education for all children.

### What is being done well?

- Staff reinforce appropriate behaviour and explain the consequences of children's actions. The children develop self discipline and learn to understand the difference between right and wrong.
- Personal, social and emotional development is promoted well and the flexible settling in procedures ensure that children feel happy and secure.
- Many routine and everyday activities are used to encourage children to use mathematical language. Staff make good use of spontaneous opportunities for children to count and solve simple number problems.
- Staff compensate well for the limited outdoor area by providing daily opportunities for children to develop both large and small physical movements.

**What needs to be improved?**

- the organisation of group activities to ensure the younger members of the group do not inhibit the learning of the more able children;
- the evaluation of activities to ensure the developmental needs of all children are met;
- the opportunities for children to observe the printed word in the playgroup environment.

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

Staff have undertaken further training in the foundation stage and various areas of curriculum planning, this has enabled the staff group to provide activities to cover all the six areas of learning equally. There are now observations and assessments in place to monitor children's progress, however activities need to be evaluated to ensure they meet the needs of all children. Parents are given the opportunity to share their child's progress with staff on a regular basis.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children share warm relationships with other children and with staff, they are polite, co-operative and behave well. Children are willing to take turns and share equipment and are developing self help and independence skills. Children take part in small and large group activities and most contribute positively, however younger children distract the older more able children in group situations.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children are confident to speak in a variety of situations and are able to interact with adults and peers. Children listen well to instructions and follow them through. They are enthusiastic at story time and share and enjoy a wide variety of songs, poems, rhymes and music. Mark making opportunities are freely available and most children recognise their name. Children have access to a range of books, however there are few other opportunities to observe the written word in the playgroup.

### MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Numbers displayed and varied equipment supports children as they count and recognise numbers to 10. Children talk confidently about shapes, sizes and colours and use these features to compare, match, order and sort items. Children are keen to be involved in simple problem solving as they find the heaviest or lightest object, group sets of objects and recreate patterns. Children are able to use mathematical vocabulary to describe size, volume and position.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children are interested in and enthusiastically explore a range of information and technology equipment such as torches, cameras, calculators and hairdryers. They are eager to investigate natural materials and discuss changes as ice cubes melt and jelly sets. Walks around the local area and discussions about their environment extend children's experiences. Children are developing an awareness of culture and belief systems of others through celebrations of events and special days.

### PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children use balancing and climbing apparatus with increasing skill. Children develop control of their movements and learn to use tools and equipment safely. Children negotiate and manoeuvre around the available space and pedal and steer wheeled toys proficiently. Children are becoming increasingly adept at hopping, jumping, throwing and catching. They are aware of healthy practices through stories, role play and topics on cleaning teeth, visiting the doctor and healthy eating.



CREATIVE DEVELOPMENT	
Judgement:	Generally Good
<p>Children enjoy using a variety of paint forms and mixing and experimenting with colour, They have opportunities to create their own ideas and initiate their own art work. Children use their imagination well and dance, move to music and experiment with instruments and sound patterns. Children respond to a variety of experiences and express their feelings as they use wool, fur, sand and rice to create collages. Children recreate their personal experiences as they take part in role play.</p>	

**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**

- Evaluate activities and the organisation of large group times to ensure the developmental needs of all children are met.
- Provide more opportunities for children to observe written word within the playgroup environment.

*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.*