



**Office for Standards  
in Education**

## **COMBINED INSPECTION REPORT**

**URN 206146**

**DfES Number: 524317**

### **INSPECTION DETAILS**

Inspection Date      25/11/2003  
Inspector Name      Chaula Amin

### **SETTING DETAILS**

Day Care Type      Sessional Day Care  
Setting Name      Playdays Opportunity Group  
Setting Address      Chellaston Community Centre  
                            Barley Croft  
                            Derby  
                            Derbyshire  
                            DE73 1TU

### **REGISTERED PROVIDER DETAILS**

Name                      Mrs Linda Winter

## 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

Playdays Opportunity Group is a privately owned playgroup, which has been operating since 1993. It is situated in the main hall and club room at the Chellaston Community Centre in the Chellaston district of the City of Derby.

There are currently 75 children from two years to five years-of-age on roll. This includes 38 3-year-olds and two funded 4-year-olds who receive funding for their nursery education. The setting currently supports a number of children with special needs and who speak English as an additional language.

The group opens five days a week during term times. Sessions are from 09:00 to 12:30 and Friday afternoon from 13:00 to 15:00. Children attend a variety of sessions.

There are seven staff who work with the children. Over half the staff have an early years' qualification to NVQ level two or three. The setting receives support from the teacher-mentor from the Derby City Early Years' Development and Childcare Partnership.(EYDCP)

### How good is the Day Care?

The playgroup provides good quality care for the children. The staff offer a warm, welcoming and well maintained environment, where children feel secure and happy. Staff work well together as a team, ensuring that they adhere to the policies and procedure of the playgroup. Staff give high priority to safety inside the playgroup.

Staff maintain, and encourage children to practise, high standards of hygiene. Staff are aware of the children's individual needs and support them accordingly.

Children have opportunities to play with a wide range of free play and adult-led activities. The playgroup has a wide and varied selection of toys and resources encompassing each age group and each area of development. Staff spend time playing and talking with the children. There is a consistent routine for snack and

story time. There is a good selection of resources that promote positive images of people with differing needs, culture and ethnicity. There is a clear and consistent approach to behaviour management. Staff frequently use praise and encouragement to positive effect.

Staff work in partnership with parents and carers. They exchange information about the children daily. Most aspects of required documentation and information for parents are good, although some have omissions or are insufficiently developed.

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

At the last inspection, the playgroup agreed to ensure that all electrical sockets are covered when children are present and this has been carried out for all low level electrical sockets. Staff agreed to record all fire drills and these records are now maintained effectively. Staff agreed to keep a record of all visitors and now all visitors are asked to sign in and out. Written permission is now sought from parents and consented before administering any medication to children. There is a written complaints procedure which includes the address and telephone number of Ofsted. Staff have obtained a copy and have regard for the local Area Child Protection Committee procedures. All improvements made have had a positive impact on the safety and care of the children at the group, and the quality of information available to parents.

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

- Staff work as an effective team, ensuring that children are involved in a wide range of interesting activities.
- Children are well behaved and aware of their boundaries through staff's clear guidance and use of praise.
- Staff provide a warm and caring environment; they spend time playing and talking to the children.
- Staff provide an interesting selection of snacks.

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

- the procedures for the recording of accidents and medication
- the improvement of documentation to include a policy for administering medication, a policy for lost children and a procedure to be followed in the event of an allegation made against a member of staff or volunteer.

#### **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
2	develop and implement a policy for lost children which is understood by parents and staff.
7	devise and implement a clear policy, understood by all staff and discussed with parents, regarding the administration of medication.
7	review the systems for recording accidents and medication, taking into consideration confidentiality.
13	devise and implement a procedure to be followed in the event of an allegation being made against a member of staff or volunteer.

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

### How effective is the nursery education?

Children are making very good progress towards the early learning goals in all six areas of learning.

The quality of teaching is very good. Staff understand the early learning goals and are clear about the learning intentions of the activities. They make regular observations of children and use this information by tailoring the planned activities to extend children's knowledge, reinforce what children know and build on what they can already do. Regular assessments allow staff to plan the next steps of children's learning. The daily routine is well planned and there is a good balance between activities which are staff directed and those which are initiated by the children. There are effective arrangements in place to support children with special educational needs and children who speak English as an additional language.

The leadership and management of the settling is very good. The staff work as an effective team and are aware of their roles and responsibilities, benefitting from having the manager working alongside them. They make good use of the mentor teacher from the EYDCP to support and identify areas for development. Staff have good ideas and are committed to improving the provision.

The partnership with parents and carers is very good. The playgroup provides good information about the setting, including details about each topic. Parents and carers receive verbal information daily regarding their child's achievements and progress, and children regularly take home examples of their work. Parents and carers are encouraged to discuss any concern with staff and to share what they know about their child in order to help staff meet the children's needs.

### What is being done well?

- Staff are excellent role models for the children, which has a positive impact on the children's behaviour.
- The playgroup provides a good range of planned and spontaneous opportunities to support children's learning.
- Children effectively develop their independence and self-help skills in well planned practical and routine activities, such as choosing what they want to drink and pouring it for themselves.
- The partnership with parent and carers is very good. There are effective methods of informing parents and carers of their child's progress in the six areas of learning.
- Children have good opportunities to investigate and explore the natural world, for example whilst taking responsibility for looking after the snail and worms.

**What needs to be improved?**

- the opportunities for children to solve practical mathematical problems and use simple calculation in situations that arise spontaneously as part of the daily routine.
- further planned opportunities for younger children to talk about their experiences in small groups.

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

At the last education inspection, the playgroup was asked to allow children more choice of activities to enable children to move freely around the room. Now children independently select their own activities, with adult support when required. The playgroup was asked to improve the program for creative development, allowing children to express their feelings by using a variety of media, and to display children's work. Staff have now achieved this by encouraging children to experiment with a variety of materials and media, for example dried pasta or computer programs, to create artwork. Children's work is valued and is now frequently displayed on the boards. The playgroup agreed to provide opportunities for children to handle objects, such as magnets and simple machines with cogs and gears, and to enable children to use information books and relevant pictures and posters to support their learning. They have now achieved this by acquiring these items, with children having free access to them. The staff also regularly use reference books to support the current topic. All improvement made have had an enriching and positive impact on children's learning.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children show curiosity and select resources independently. A warm and affectionate environment help children feel happy and confident. Children are very well behaved; they are aware of their boundaries and are secure. Children are developing positive relationships with their peers and are learning social skills, such as sharing and taking turns. Children are willing to do things for themselves; they are developing good self-care and are competent with their practical hygiene routines.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children handle books with interest; they enjoy listening to stories and reinact stories with some adult support. Children recognise their names through the use of name cards. They have good opportunities for role-play and the provision of note paper in the home corner enables children to practice their emerging writing skills. More able children speak confidently in large groups, although there are less opportunities for younger children to talk and contribute in small groups.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

More able children are able to count confidently to ten and recognises numerals around them. Children enjoy practical activities to explore shape, size and measurement within their planned play. They solve simple mathematical problems effectively when taking part in number rhymes, although counting and simple problem-solving is not always reinforced during everyday routines.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are interested in technology; they make good use of the computer and experiment with magnets. Children are developing an increasing awareness of different cultural backgrounds as they participate in a good range of activities linked to festivals. They observe and investigate change in the natural world through the nature table and the theme of animal life-cycles. Children are competent at joining construction pieces together to make models to their own designs.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children learn to move confidently and with increasing control and co-ordination around the room. They climb and manoeuvre their bodies in and out of the tunnels. Children use equipment and tools safely and competently. More able children show an increasing skill and control in the use of mark-making equipment.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
------------	-----------

Children explore colour and texture in a range of ways and enjoy working with natural materials, such as sand and water. They make two and three-dimensional models with the support of staff. Children engage in imaginative role-play based on their own first-hand experiences. Children have good opportunities to explore a variety of musical instruments and are able to make quiet sounds and loud sounds. Children have plenty of opportunities to explore their senses through planned activities.

**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 the following:
- providing further opportunities for children to develop their counting, calculation and problem-solving skills in spontaneous or routine situations;
- enhancing opportunities for younger children to talk about their experiences in regular small group situations.

*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.*