



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 221789

DfES Number: 511959

### INSPECTION DETAILS

Inspection Date 12/01/2004  
Inspector Name Emma Louise Bright

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Comberton Playgroup  
Setting Address The Old School, Green End  
Comberton  
Cambridge  
Cambridgeshire  
CB3 7DY

### REGISTERED PROVIDER DETAILS

Name The Committee of Comberton Playgroup

### ORGANISATION DETAILS

Name Comberton Playgroup  
Address The Old School  
Green End, Comberton  
Cambridge  
Cambridgeshire  
CB3 7DY

## 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

Comberton Playgroup opened in 1969. It is a committee-run provision operating from the Old School building in Comberton. The playgroup serves the local area.

There are currently 74 children from 2 to 4 years on roll. This includes 31 funded three-year-olds and 11 funded four-year-olds. Children can attend for a variety of sessions. The group currently supports a number of children with special needs, and children who speak English as an additional language.

The group opens five days a week during school term times. The morning session is from 09:00 until 12:00, with a lunch club from 12:00 until 13:00. The afternoon session is from 13:00 until 16:00.

There is 1 full time and 10 part time members of staff working with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. The setting receives support from an Early Years mentor from the Early Years Development and Childcare Partnership (EYDCP) and is a member of the Pre-School Learning Alliance (PLA).

### How good is the Day Care?

Comberton Playgroup provides good quality care for children.

The staff are experienced and they work well together; children benefit from being cared for by a well-deployed staff team. Children are provided with a broad range of stimulating, interesting activities and they are busy and active throughout the day. All policies and procedures are in place, which are clearly implemented by the staff. With the support of the committee, the smooth running of the provision is ensured and the children are safe and well-cared for.

The staff are very active in ensuring children's understanding of safety and health issues and security is excellent. This means that children can play safely, both indoors and outdoors. Staffing ratios are good, which ensures that children receive

individual care and attention. The group provides an inclusive environment, where children learn about other cultures and beliefs. Children have access to a good range of resources, which reflect our diverse society. However, further training is needed to update the staff's knowledge and understanding of child protection issues.

The staff interact well with the children, they talk and listen respectfully to them. This encourages good behaviour; children respond well to consistent expectations and they are happy and secure. The staff are very supportive of children with special needs and this enables them to participate in activities at their own pace.

The group develops good relationships with the parents. Parents receive good information about the setting and the staff share daily information with them about their child.

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

At the last inspection, the group agreed to ensure that the committee are vetted, devise a policy for lost/uncollected children and obtain written consent to seek emergency medical treatment. They also agreed to ensure children had access to fresh drinking water, keep a record of significant incidents, update the complaints procedure and devise a procedure for when an allegation is made against a member of staff.

The committee have now been vetted and children have access to fresh drinking water. All documentation is now in place, however, the procedure for when an allegation is made against a member of staff is incomplete.

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

- The group is very well organised and staff know their roles and responsibilities. This ensures the smooth operation of the day-to-day running, where children's well-being and safety is paramount.
- Interaction between the staff and children is good; staff talk to the children, valuing their contributions and opinions. This means that children feel welcomed and they look forward to their day.
- Good safety arrangements and procedures are in place to ensure that children are safe at all times, throughout the premises.
- Children with special needs are welcomed and are actively involved within the group. Communication between the staff and parents is good and this means that the children's individual needs are met.
- The staff build good relationships with parents. Parents are kept informed of their child's progress and are encouraged to participate in their child's learning.

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

- training, to ensure that there is a formal plan to identify training needs of the group and to develop staff's knowledge and understanding of child protection issues
- documentation, to ensure the procedure to be followed in the event of an allegation made against a member of staff is complete.

**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 provision for nursery education at Comberton Playgroup enables children to make generally good progress towards the early learning goals.

Teaching is generally good, the senior staff group have a sound knowledge of the Foundation Stage curriculum which ensures children make progress in all areas of learning. However, some of the staff group are inexperienced and sometimes miss opportunities to question children and extend their learning. Staff provide a wide range of practical activities that stimulate children's interest and excitement and ensure resources are accessible to the children so they can develop their independence.

Key workers monitor children's progress and staff take notes daily which are used effectively to ensure children's individual targets are met. At present assessments are not evaluated against all of the stepping stones, however plans are in place to extend the system. There are effective procedures in place which support children with special needs.

Leadership and management is generally good. The senior staff work well together to ensure the group operates efficiently and they provide a safe and purposeful environment for the children. There is a formal appraisal system in place which enables staff to identify their own preferences for professional development. However, there is no system to assess the overall needs of the provision which means there are areas of staff training that have not been addressed.

The partnership with parents is generally good, parents are well informed about the setting and the educational activities. Staff talk freely to parents and there are arrangements in place for more formal information sharing. Parents have opportunities to see children's individual records and a new system has been introduced which will enable them to actively contribute to records regularly. This will help staff add to their knowledge of children's progress.

### What is being done well?

- Children are independent and self reliant, they select their own resources and engage themselves in purposeful activities that they enjoy. They confidently tackle new tasks and show concentration and perseverance. They are proud of their achievements and enjoy sharing them with adults.
- Children understand their boundaries and the rules that help the group function, such as sharing and helping each other, they are kind and sensitive and are beginning to understand how their behaviour affects others. The staff lead by example and as a result children's behaviour is very good.
- Children enjoy using the good range of books, they happily choose books to

look at by themselves or to share with others. They enjoy listening to stories and join in enthusiastically, pointing out words and pictures and discussing the story with peers and adults.

- Staff have developed good relationships with parents, they exchange information freely on a daily basis which enables them to support the children effectively.

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

- the system of identifying staff training needs so they can be balanced with the overall needs of the setting.
- opportunities for children to calculate, estimate and subtract
- opportunities for children to develop original creative ideas for their own sake and not for the end result.
- increased opportunities for children to enjoy large physical play indoors, such as music and movement.
- development of the role-play area so that it enables children to engage in purposeful every day writing activities and enhances their imaginative and creative experiences.

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

The playgroup has made generally good progress since the last inspection. Staff make regular observations on the children, which are then added to the individual records. Targets for each child are monitored by the key workers and this information is used to plan children's next steps.

Children regularly participate in music and movement to develop their physical skills, although there are still limited opportunities for children to develop their imagination through music.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children form good relationships with adults and each other. They understand how to share and take turns and are kind and sensitive. They enjoy co-operating with others and share their ideas with peers and adults such as when making snow from shredded coconut. Children are confident and self-reliant, they offer their opinions and discuss their ideas with adults and are able to communicate their feelings.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children's language is developing well, they enjoy using books with care and understand that print has meaning. They know initial sounds and can recognise their names on books and equipment. They contribute confidently at group discussions and can sustain conversations with peers and adults. They participate enthusiastically in a range of activities to improve their pre-writing skills, however opportunities for them to practice mark making for a purpose are limited.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children can count spots on dominoes and match them up and compare numbers, they have a good understanding of shapes and know whether they are large or small. They count reliably to ten and beyond and use a variety of resources to create patterns and three-dimensional shapes. They are beginning to understand positional language such as behind or in front. Opportunities for children to estimate, calculate and subtract are limited.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are beginning to learn about themselves and each other, they study other cultures and celebrate festivals such as Easter and Divali. They recognise changes in their environment and know that sometimes it snows when it is cold. They have both planned and impromptu every day opportunities to explore the world around them, for example, watching the Morris Dancers. They use ICT confidently and independently on a daily basis.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move around the room confidently and safely, they recognise how their bodies change when exercising and are beginning to understand about good health. Their fine motor skills are developing well and there are frequent opportunities for them to practise with scissors, glue sticks and cutters, which they use with increasing skill. Although they use large play equipment outside they need further opportunities indoors when the weather is poor.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children have many opportunities to explore colour and texture through various media, such as the coconut, water and junk modelling. They join in with songs enthusiastically and remember familiar songs and rhymes. They explore music with instruments and listen to different types of music. They develop their creativity in the role-play area although this could be further extended to enhance children's learning and enjoyment.

**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**

- Develop a system to identify staff training needs taking into account the overall needs of the setting. This is to ensure the setting can continue to improve and maintain good practice and improve staff knowledge and understanding of how children learn.
- Develop and extend the use of the role-play area as a resource that will enable children to increase their opportunities for writing for a purpose and enhance their creative experiences.

*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.*