



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 199368

DfES Number: 517872

### INSPECTION DETAILS

Inspection Date 15/09/2004  
Inspector Name Charlotte Jenkin

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Lordsmead Playgroup  
Setting Address St Peter's Church Hall  
Lordsmead  
Chippenham  
Wiltshire  
SN14 0LL

### REGISTERED PROVIDER DETAILS

Name Lordsmead Playgroup 1028609

### ORGANISATION DETAILS

Name Lordsmead Playgroup  
Address St Peters Church Hall  
Lordsmead,  
Chippenham  
Wiltshire  
SN14 0LL

## 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

Lordsmead Pre-school Playgroup has been established since 1976. It operates from a church hall, with access to a kitchen, toilets and outside play area. The setting is registered to accept funded children aged 3 and 4, and currently has 53 funded three-year-olds on roll. It is open weekdays from 09.15 to 11.45 and 12.15 to 14.45 hours throughout school term times. The pre-school accepts children from the term of their third birthday. The pre-school offers school preparation sessions on Thursday and Fridays for children who will be moving onto school.

The group fully supports children with special educational needs and for whom English is an additional language.

Two full-time and five part-time members of staff are employed. Five have Early Years qualifications, one is currently training and the remaining member of staff is unqualified. One qualified member of staff is currently furthering her qualification. The group is a member of the Pre-school Learning Alliance.

### How good is the Day Care?

Lordsmead Pre-School Playgroup provides good quality care for children.

Staff work creatively daily to make a welcoming environment for parents and children. Space is well organised into clear learning areas and children are confident in visiting these, engaging in the activities on offer. Effective staff deployment and high adult:child ratios mean children are supervised at all times and supported well during activities. The playgroup has a good range of toys and equipment that cover all stages of development, although there is limited opportunities for children to self-select these.

Staff are committed to ensuring children's safety at all times and risk assessments are effective in identifying and minimising possible hazards. Staff promote good hygiene practices with the children through daily routines and there are good arrangements for preventing the spread of illness in place. There are good

procedures to ensure all staff are aware of children's dietary needs and these are well catered for. Staff have a suitable knowledge of child protection issues, although one procedure is not in place.

Staff plan a good range of activities for children that cover most areas of learning well. They interact well with the children and respond well to them during activities. Staff use sensitive and age appropriate methods for managing children's behaviour and are calm and consistent in their approach. They are aware of the causes of inappropriate behaviour and ensure children are well occupied during sessions. Staff support for children with special educational needs is very good and their development is fully supported. Staff are very aware of children's individual needs.

Staff liaise closely with parents regarding the care of their children and respect their wishes fully. Parents receive detailed information regarding the provision and offer a detailed induction to parents and children, ensuring children are confident separating from their carers.

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

At the last inspection Lordsmead Pre-school Playgroup agreed to update and amend details in their policies and procedures, including recording times of arrival and departure for children; obtain written permission for seeking emergency medical treatment; implement a procedure for if a child becomes lost; and include Ofsted's details in the complaints procedure. They also agreed to ensure the 50% staffing qualification would be met through an action plan.

All paperwork has now been updated and implemented into the group's policies and registration documents and staff and parents are aware of the implications of these. Five of the seven staff currently hold qualifications, with a new member of staff due to start training in Early Years. The required ratios are being met.

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

- Staff plan a good range of activities for children, that cover most areas of learning well and engage children's interests. Staff interact very well with the children and respond to them when they initiate conversations during activities. Children are interested in the available activities and are engaged in their play. They are happy and confident in the playgroup and relate well to staff and peers.
- Staff support for children with special educational needs is very good. Staff liaise closely with parents and other professionals to ensure consistency in working towards targets with children. Individual plans are regularly monitored and reviewed to ensure children's development is supported fully.
- Staff use sensitive and age appropriate methods for managing children's behaviour. They are aware of the causes of inappropriate behaviour and ensure children are occupied, supporting them well during activities. Staff are good role models for children and are courteous and respectful to one another and the children. They are consistent in their approach and calm in

their manner and children's behaviour is very good.

- Staff liaise closely with parents regarding the care of their children and respect their wishes fully. Parents receive detailed information regarding the playgroup's policies, routines and curriculum implemented. Parents and children have a detailed induction into the group, with a flexible settling in policy ensuring children are comfortable separating from their carers.

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

- the accessibility of toys and resources for children to self-select and make choices in their play and learning
- procedures to follow if an allegation of abuse is made against a member of staff.

#### **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
13	Ensure there is a procedure in place to follow if an allegation of abuse is 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?

Lordsmead Pre-school Playgroup is an acceptable provision, of good quality where children make very good progress towards the early learning goals in personal, social and emotional development, maths and physical development and generally good progress towards the early learning goals in all other areas of learning.

Teaching is generally good. Staff demonstrate a generally good knowledge of the early learning goals and interact well with children during activities to re-enforce what they want children to learn from them. Plans are very clear and include learning intentions for routine activities, as well as focus ones, which ensures staff know what children are expected to gain from them. Children are generally well challenged through the good range of activities planned, although children do not have opportunities to select toys and resources to initiate their own play and creative activities, or have access to print in their environment. Support for children with special educational needs is very good, and generally good for those with English as an additional language. Assessments clearly show where children are at in their learning.

Leadership and management is generally good. The committee and play leader support staff well and enable them to access good training and development opportunities. Appraisals are effective in developing staff's confidence to identify their strengths, as well as areas for future development. Staff attend regular training and cascade information to colleagues. Evaluations of activities are clear and well used. Monitoring of long term plans do not successfully identify the gaps in the curriculum.

Partnership with parents is very good. Parents receive comprehensive information regarding the playgroup and have good access to curriculum information. They have formal and informal opportunities to discuss their child's progress and contribute to developmental records. Parents are actively involved in their child's learning.

### What is being done well?

- Children enter the playgroup confidently. They are keen to explore the activities on offer and spend long periods engaged in activities, often completing chosen tasks.
- Children show real interest in numbers. They freely use them in their play, often talking about how many objects there are and counting out money during imaginative play.
- Assessments of children's progress are clear in showing where children are at in their learning. Observations of children participating in activities and examples of what children say, understand and can do are kept and clearly link to the stepping stones. These are used at staff meetings, to inform future

planning and move children on to the next stage in their learning.

- Parents are actively involved in their child's learning. A successful parents rota enables parents to see their child's learning in progress. Staff also send detailed information home for parents which informs them of the work their child is doing in playgroup. This includes supporting documents to enable parents to develop this area of learning with their child at home, for example library books, activities and phonic sounds and actions.
- Evaluations of activities are clear in determining what children achieve from them, and are closely linked to assessments of children's progress.

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

- the organisation of the learning environment to encourage children's independence in selecting toys and art and craft resources, and enable the children to initiate their own play and learning, and enjoy free expression in creative development
- the labelling of toys and resources, to enable children to become familiar with a range of print in their environment
- the monitoring of the curriculum to ensure equal attention is given to all six areas of learning, especially knowledge and understanding of the world.

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

Lordsmead Pre-school Playgroup has made generally good progress since the last inspection.

At the last inspection the playgroup agreed to re-organise staff deployment so as children would not be interrupted during activities. They also agreed to develop the programme to include more opportunities for children to develop skills in music, large physical skills, learn about other cultures and learn to form letters correctly. They also agreed to stretch more able children in physical and maths, and to update assessments and encourage parents to contribute to them.

Staff deployment is now more structured and staff know which activities they are to lead. A 'floating' staff member supports children during free play, as well as taking them to the toilet, therefore staff leading activities are no longer disrupted. Children now have weekly opportunities to explore music and often find out how sounds can be changed. Physical activities are well planned and children have a range of experiences to develop their physical skills. Children have some opportunities to gain awareness of other cultures, although this is not given enough attention. Children are regularly encouraged to label their work, and attention is given to forming letters correctly. A school preparation room has now opened and activities are tailored to stretch more able children's learning in maths, for example sorting, comparing groups of objects and linking numbers to counting. Physical activities are planned and include obstacle courses, races and expression through music.

Assessments are now very good and clearly show where children are at in their learning.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children enter the playgroup confidently and are keen to explore the activities on offer. They spend long periods engaged in activities and often complete chosen tasks. Children develop confidence when speaking in front of the group, and freely initiate conversations with staff, peers and unfamiliar adults. Children relate well to one another, sit and hold hands, help tidy up and develop good turn-taking skills. They show awareness of behavioural expectations and concern for others.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children speak confidently when talking about what they are doing during activities and when describing past experiences. They listen to stories with enjoyment, and sometimes select books, asking adults to read with them. Children attempt to write their names on their work and more able children do this independently. Children have limited opportunities to engage in rhyming activities, and there is limited print in their environment to enable them to become familiar with simple words.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children show a real interest in numbers and counting. They are familiar with numerals and more able children recognise numerals 1-3 and beyond. Children count up to 10 objects with confidence. Children enjoy singing number rhymes and more able children are able to compare groups of objects, saying when they have the same number. Children use language to describe size, shape and position and explore quantity. They sort objects according to colour, and observe patterns.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children investigate various materials and use their senses to describe what they see, feel and hear. They have some opportunities to examine objects and find out how they work, although they do not develop questioning skills. Children show interest in construction equipment and often construct with a purpose in mind. They remember and talk about past experiences. Children have limited opportunities to observe change over time and to gain awareness of other cultures.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children show an awareness of space and negotiate this well when moving indoors and outdoors. They move in a range of ways, for example running, jumping and walking. More able children develop skills in travelling over, under and through obstacle courses and develop good balancing skills. Children use various writing implements and tools with increasing control, and develop good skills throwing, catching and retrieving balls. Children gain an awareness of healthy practices.



**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children mix colours and comment on what they see. Children enjoy singing songs, including action songs and explore how sounds can be changed. They recreate personal experiences through role play. Children have planned opportunities to communicate their ideas through drawing, painting and collage, although activities are often adult-directed and resources are not freely available to develop their independence in initiating their own art activities.

**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 children's independence in selecting and using toys and resources, especially in art and craft activities to promote free expression and child initiated play
- monitor the curriculum to ensure equal attention is given to all six areas of learning, especially knowledge and understanding of 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.*