



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN EY271979

DfES Number: 563343

### INSPECTION DETAILS

Inspection Date 22/02/2005  
Inspector Name Joanne Susan Boon

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Walesby School Playgroup  
Setting Address Walesby Primary School  
New Hill, Walesby  
Newark  
Nottinghamshire  
NG22 9PB

### REGISTERED PROVIDER DETAILS

Name The Committee of Walesby School Playgroup

### ORGANISATION DETAILS

Name Walesby School Playgroup  
Address Walesby C of E Primary School  
New Hill, Walesby  
Newark  
Nottinghamshire  
NG22 9PB

## 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

Walesby School Playgroup opened in 2003 and is owned and run by a voluntary management committee. It operates from the pre-school room in Walesby Primary School and serves children from the village and rural surrounding areas. A maximum of 21 children may attend the playgroup at any one time. The nursery is open each weekday from 12:45 to 15:10 during term time. All children have access to an enclosed outdoor play area.

There are currently 23 children aged from 2 and a half years to 4 years on roll; of these 13 children receive funding for nursery education. Children attend mainly from the local community, and there are close links with Walesby Primary School. The nursery currently supports 2 children with special educational needs, and none who speak English as an additional language.

The nursery employs six staff, including the manager, to work directly with the children. Three staff hold an appropriate early years qualification. The playgroup receives support from P.L.A and Early Years Support Development Services.

### How good is the Day Care?

Walesby School Playgroup provides good quality care for children.

Staff create a bright, stimulating and well resourced learning environment for children. Children are confident to explore a wide range of activities and to express their own ideas; their imagination and creativity is fostered well. The daily routine is flexible, allowing staff to be responsive to children's interests and experiences; planning effectively supports the needs of all children. Staff work together well as a cohesive team, sharing planning and evaluation of practice; they are deployed well to create a supportive environment. Procedures for staff induction and appraisal need to be further developed.

Clear policies and procedures are in place, although some lack necessary detail and are not always readily available for parents. Priority is given to children's safety and

welfare, and to establishing an environment where children can develop some levels of independence within secure boundaries. The playgroup leader has had recent Child Protection training and all staff are clear about their roles and responsibilities.

Children are very secure and settled within the nursery; they clearly understand expectations of behaviour. They develop warm and trusting relationships with both staff and other children. Children's individuality is valued, and their individual needs are supported well. However, resources and activities that positively promote difference and diversity on a daily basis, are not evident within the playgroup environment.

Relationships with parents are strong; parents are encouraged to get to know staff well and to share information about their child. They are well informed about what their child is doing at nursery through regular newsletters, and are encouraged to actively support their child's experiences.

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

n/a

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

- Staff create a very welcoming and child friendly environment where children are encouraged to explore, develop their own interests and express their own ideas. Children are happy, settled and secure.
- Staff foster warm, trusting relationships with children. Children are valued, listened to and their individual needs met.
- Children have access to a very good range of varied and interesting activities that encourage all areas of their development. Activities include making playgroup books and a teddy bear that children and staff take on holiday and then return with photos and stories of his trip. The outdoor area is used imaginatively and offers a good range of different resources. It has been designed to offer children opportunities to explore and develop their cooperative play.
- Children behave very well and have high self esteem; they are aware of their own needs and show care and consideration for others, and the nursery environment.
- Parents feel very welcome in the nursery, and develop relaxed and comfortable relationships with staff. Verbal information is shared daily about their child's welfare.

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

- resources, images and activities that help children appreciate and value each others similarities and differences, with particular regard to culture, religion and disability

- procedures and policies, ensuring that all refer to Ofsted where relevant and that parents are made aware of their availability and informed about all records kept on their children
- physical environment to enable children independent access to areas that encourage self help skills such as coat pegs, toilets and hand wash hand basins

**PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)**

Since April 2004 Ofsted has not received any complaints about this provider.

**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
4	make alterations to the physical environment to enable children better access to areas that encourage self help skills such as height of coat pegs, toilets and wash hand basins
9	provide children with a regular range of varied activities and resources that promote equality of opportunity and anti-discriminatory practice
14	develop clear systems to update and monitor all policies and procedures, to ensure all recording and reporting requirements are included, and that they are shared with parents.

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

### How effective is the nursery education?

Walesby School Playgroup provides a welcoming, secure environment where children make generally good progress in all six areas of learning. Progress in creative, physical and personal, social and emotional development is very good.

The quality of teaching is generally good. Staff have secure knowledge of the early learning goals and use this to plan an interesting curriculum with a balance of focused and freely chosen activities. They give high priority to personal, social and emotional development which provides a firm foundation for learning in other areas. Staff interact well with children and are particularly effective in developing language and counting skills. However they do not fully exploit all learning opportunities in daily routines. The environment is well-planned to offer a good range of activities, with very good use of outdoors. Children have access to a variety of interesting and stimulating resources in most areas, although access to design and making tools and materials is limited. Children's creativity is successfully supported and encouraged.

Staff know children well and give individual children good levels of support. They regularly observe and assess children and make good use of the information to monitor progress and plan the next steps in their learning.

Leadership and management are generally good. The manager and committee work well together and have successfully developed a committed staff team who share a collaborative approach to their work. Systems in place for review and evaluation are not yet fully effective in identifying all areas for improvement. However there is a strong commitment to continual improvement.

Partnership with parents is generally good. Parents spend time talking informally to staff about their children's progress, although do not yet see children's assessment records. They are well-informed about playgroup events and activities and have many opportunities to be involved in their children's learning.

### What is being done well?

- Personal, social and emotional development has high priority in the curriculum. Children enjoy many experiences which foster self-confidence and encourage them to carry on learning. This provides a firm foundation for learning in other curriculum areas.
- Staff engage effectively with children to help them become confident speakers and listeners. They speak clearly to children, join in their conversations, ask questions and listen carefully to what children have to say.
- A wide range of experiences are offered to successfully support and

encourage children's creativity, including many opportunities to explore colour. Staff show how they value children's creations by displaying their work attractively around the room.

- Very good use is made of the outdoor area to support children's learning in all six areas of development. The provision includes opportunities for children to play imaginatively and co-operatively, observe the natural world, try out new physical skills and attempt appropriate physical challenge.
- There is a strong commitment to continual improvement of the educational provision. This is reflected in the action plans in place for further developments and the co-operative working with school staff and the early years advisory teacher.

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

- the use of daily routines to introduce children to simple problem solving and raise awareness of sounds in words and letters
- children's access to tools and materials for design and making to support their independent learning
- the system for sharing records of assessment with parents and opportunities for parents to contribute to the assessment process.

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

Not applicable

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested, enthusiastic and motivated in playgroup. They show a sense of belonging and confidently select activities from the range available. They are developing good concentration skills and are learning to persevere. Behaviour is very good. Children share, co-operate, take turns and show consideration for others. They have real responsibilities, for example they put on aprons for messy play and help tidy up at snack time.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are developing very good speaking and listening skills. They listen attentively to stories, follow instructions and participate in conversations. They are becoming confident in using language for many purposes such as planning their play, recalling previous events and making their needs known. Children join in with familiar rhymes but do not often practise linking sounds and letters. They engage in a variety of activities which effectively support their development as writers.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children show good counting skills and regularly count in free play activities and daily routines, some count reliably beyond 10. They are interested in numbers and identify some numerals in the environment. They engage in activities where they sort and match objects but do not regularly attempt other simple problems. Children are developing good awareness of space, shape and measure. They use shapes effectively in their constructions and explore capacity and weight in sand and water play.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children explore and investigate in a good range of focused and freely chosen activities, such as melting ice cubes and observing the natural world. They sometimes use tools and materials for design and making but do not regularly access the resources independently to build on their skills. They are aware of everyday technology and operate a computer confidently, with varying degrees of skill. In focused activities and daily discussion, children learn successful about their own community.

**PHYSICAL DEVELOPMENT**

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

Children move confidently and safely, successfully negotiating space and obstacles. They are developing co-ordination and control in their movements as they participate in music and movement sessions. In the outdoor area, children show increasing skill in using a range of large and small equipment. They are moving towards independence in managing their personal care needs. Hand eye co-ordination is effectively nurtured in a good variety of activities.

**CREATIVE DEVELOPMENT**

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

Children participate in many activities where they learn using all their senses. For example they feel different textures and fabrics when making collage pictures and see colours change as they mix paints. They represent their ideas effectively with paint and other media. They enjoy musical activities and often sing spontaneously in their play. Children play co-operatively and imaginatively when using role play and small world resources, making up stories from real-life experience.

**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**

- plan to use opportunities in daily routines to introduce simple problems and raise children's awareness of sounds in words and letters
- improve access to design and making tools and materials to support children's independent learning
- share records of assessment with parents and provide more ways for parents to contribute what they know about their child to the assessment process.

*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.*