



**Office for Standards  
in Education**

## **COMBINED INSPECTION REPORT**

**URN 253776**

**DfES Number: 523945**

### **INSPECTION DETAILS**

Inspection Date	14/07/2003
Inspector Name	Katherine Powell

### **SETTING DETAILS**

Day Care Type	Full Day Care
Setting Name	Edenham Playschool
Setting Address	The Hostel Grimsthorpe Estate Grimsthorpe Lincs

### **REGISTERED PROVIDER DETAILS**

Name	Mrs Julie Marshall
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## 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

Edenham Playschool is a privately run provision which opened in 1992. The playschool operates from a two storey building within the grounds of Grimsthorpe estate. The provision has the use of an entrance hall, toilets, computer area and two playrooms on the ground floor. There is an additional toilet and three play areas on the first floor. There is an enclosed outside play area attached to the building and staff also take children on walks around the estate grounds. Parking facilities are available for staff and parents. The playschool serves the local rural community and surrounding villages. The playschool is registered to provide full day care for thirty children aged between 2 - 5 years. There are currently 40 children on roll. This includes 23 children in receipt of nursery funding for three and four year-olds. Two children attending have been identified with special needs and all children speak English as their first language.

The playschool is open each week day during term-time from 09.00 until 15.00. However, on Thursday a shorter session is offered from 09.00 until 12.00.

The provision employs seven members of staff on both a full and part-time basis. Four members of staff have recently completed recognised childcare qualifications.

The playschool is a member of the Pre-School Learning Alliance.

### How good is the Day Care?

Edenham Playschool provides good care overall for children aged between two and five years.

Staff work well as a team and have a consistent approach to their work. This is achieved by a comprehensive range of policies and regular staff meetings. Staff are well qualified, are very clear of their roles and responsibilities and are deployed effectively within the setting. Staff ensure procedures outlined in health and safety policies are fully implemented and good hygiene practices are maintained. Good written records are maintained to ensure children's individual needs are met.

Staff plan a range of stimulating activities which engage children's interest and help them to make progress in all areas of learning. Children are grouped effectively according to their individual stages of development and staff have established consistent and effective relationships with children and parents. Children are highly motivated and actively encouraged to explore their environment. Staff make very good use of the natural environment to enhance children's learning opportunities. Standards of behaviour are very good due to high levels of supervision by staff and the effective strategies used to manage children's behaviour.

There is a good partnership with parents which is fostered through effective written and verbal communication. Staff work closely with parents to ensure they are kept informed of the progress their child is making within the setting. Staff provide a warm and welcoming environment where both children and parents are valued as individuals.

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

At the last inspection the provider agreed to maintain written records of any vehicles used to transport children and ensure the provision of a midday meal was appropriate for all children attending full day care.

Since the last inspection members of staff no longer use private vehicles to transport children to the local primary school. All parents are requested to provide a packed lunch for their child if they are staying for the whole day. However, provision would be made by the staff in the event of a child arriving without their lunch.

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

- Staff provide high levels of supervision during practical activities and meals times. Consequently, children are well cared for, they feel secure and their individual needs are met.
- Staff provide a stimulating learning environment. Children's art work is attractively displayed throughout the setting.
- There are effective systems in place to promote children's safety within the setting and appropriate equipment is provided.
- Staff provide a wide range of activities to promote learning in all areas. Staff have developed effective relationships with the children and their achievements and efforts are valued and praised.
- The playschool has developed a good partnership with parents due to effective written and verbal communication. Parents are given good information about the provision, the curriculum and children's progress.

#### **An aspect of outstanding practice:**

Staff make excellent use of the natural environment to promote children's knowledge and understanding of the world. Children are actively encouraged to explore the environment using their senses and to observe living things and seasonal changes. Children are provided with very good opportunities to gain first hand experience of

the world around them. For example, children watched with fascination as a bee collected pollen from the flowers in the garden. Staff skilfully extend children's learning by asking questions and encouraging them to make suggestions. (Standard 3)

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

- the written policy for the safe conduct of outings to ensure it is consistent with current practice

#### **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
6	ensure the written policy for the safe conduct of outings reflects current practice.

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

### How effective is the nursery education?

Edenham Playschool offers high quality nursery education where children enjoy learning through a broad range of stimulating activities. Effective curriculum planning and teaching help children to make very good progress towards the early learning goals. They make very good progress in all six areas of learning.

The quality of teaching is very good. Staff provide a stimulating and balanced range of practical activities to help children learn. Thorough and effective planning and assessment systems provide a sound framework within which children make very good progress. Staff work well as a team and have clear roles and responsibilities. They skilfully engage the children in conversation to promote their language skills and extend their learning through careful questioning during practical activities. Children behave very well in response to high expectations from staff and their self esteem is fostered through use of praise and encouragement. Staff know the children well and plan appropriate activities to meet the needs and interests of individual children. There is an effective system in place to provide good support for children with special needs.

Leadership and management of the playschool is very good. Strong leadership and a dedicated staff team ensures that good early years practice is shared and areas for future development are identified. Staff are positively encouraged to undertake further training to enhance their knowledge and understanding.

The partnership with parents is very good. Staff regularly talk to and share information with parents about their child's progress. Parents receive very good written information about the playschool and the curriculum and are encouraged to be involved in the children's learning.

### What is being done well?

- Staff have a clear understanding of the Foundation Stage curriculum and early learning goals and consequently plan a broad and stimulating range of activities which engage and maintain children's interests and efforts.
- Strong leadership ensures that good early years practice is shared. Continual improvement is assured through a commitment to staff development and training.
- Staff make very good use of space and resources, in particular the natural environment, to develop and extend children's learning and knowledge of the world.
- Children's personal, social and emotional development is excellent and a strength of the setting. Children are confident, motivated and independent in their learning. Excellent standards of behaviour are maintained.

<b>What needs to be improved?</b>
<ul style="list-style-type: none"><li>● opportunities for more able children to extend their mathematical problem solving skills during practical activities.</li></ul>



<b>What has improved since the last inspection?</b>
<p>The playschool has made very good progress since the last inspection to address the key issue raised. Staff have endeavoured to provide further information for parents about the Foundation Stage curriculum and the six areas of learning. This has been achieved by displaying written information around the setting and on the noticeboard in the foyer. Curriculum plans and photographs are displayed which illustrate the range of activities children undertake in the six areas of learning. Children's individual folders are sent home on a regular basis so that parents are able to look through children's workbooks and read comments about children's progress in all areas of the curriculum. Open days are held for parents to share information about children's individual progress and the education programme. Further developments are also intended as the staff are currently in the process of reviewing the information in the brochure regarding the curriculum and education programme.</p>

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children's behaviour is very good and they learn to concentrate and persevere with tasks. They relate well to each other and approach adults with confidence. Children are motivated to learn and select activities and resources independently. Through topic work and discussion they are developing awareness and respect for diverse beliefs and cultures.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children are articulate and confident in their use of language. They are developing a wide vocabulary and are beginning to use more complex sentences to express their ideas. Children are able to write their names and more able children link sounds to letters and write simple words. Children listen with interest to stories and use language associated with story telling during imaginative role play activities.

### MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children count in order to ten and beyond and can recognise and write some numerals. Children's understanding of addition and subtraction is developed through practical tasks and daily routines. More able children record simple sums in their workbooks. Children use mathematical language accurately to describe and compare shape, size and position.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children make careful observations of the natural world and living things and describe changes using their senses. Very good use is made of the local environment to provide children with first-hand experiences when carrying out investigations. Children talk about experiences in their own lives and learn about the lives of others. Children construct and build models using a variety of tools, techniques and materials. Children use a range of technology resources to support their learning.

### PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children's small hand skills and whole body movements are developed through effective use of a wide range of equipment and large apparatus. Children are developing an understanding of the effect that good hygiene and exercise can have on their health. Children have the opportunity to carry out physical activities both indoors and outdoors.

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Very Good
Children have learnt a wide range of songs and join in group singing times with enthusiasm. They have explored sound using a variety of musical instruments and have opportunities to move imaginatively to music. Children explore colour, shape and texture through a variety of media. They draw on first-hand experiences when engaging in role-play activities.	
<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>	



### **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:*

- Point for consideration:
- ensure opportunities for children to practice their mathematical problem solving skills provide sufficient challenge for more able children.

*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.*