



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 400401

DfES Number: 519491

### INSPECTION DETAILS

Inspection Date	21/09/2004
Inspector Name	Lindsey Pollock

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Hutton Rudby Playgroup and Pre-School
Setting Address	Doctors Lane Hutton Rudby Yarm Cleveland TS15 0EQ

### REGISTERED PROVIDER DETAILS

Name	The Committee of Hutton Rudby Playgroup and Pre-School
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### ORGANISATION DETAILS

Name	Hutton Rudby Playgroup and Pre-School
Address	Doctors Lane Hutton Rudby Yarm Cleveland TS15 0EQ

## 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

Hutton Rudby Playgroup and Pre-School is a committee run group which has been registered since 1998. It is located in Hutton Rudby and serves the local and surrounding areas.

The group operates from its own premises and has use of one large room plus toilet and kitchen facilities.

The group is registered to provide sessional care for 26 children aged between two years and under five years old.

There are currently 32 children on roll, of which eight three-year olds and one four-year old are in receipt of nursery education funding. There are procedures in place to support children with special needs and for children who speak English as an additional language.

The group opens five days a week during term time only. Sessions are from 09:15 to 11:45. Afternoon sessions are also held on Mondays, Tuesdays and Fridays from 12:45 to 15:15.

There are five members of staff working with the children, four of whom hold a recognised childcare qualification. One member of staff is working towards a further qualification. The group receives regular support from the Local Authority.

### How good is the Day Care?

Hutton Rudby Playgroup and Pre-School provides good quality care for children. The experienced staff work well together as a team to provide a warm and welcoming environment for children, their parents and carers. They are dedicated to the welfare and education of young children. All staff have a strong commitment to further development and training.

Staff have a good awareness of safety issues and most aspects are well addressed. Staff promote the good health of the children by taking positive steps to prevent the

spread of infection. Children are provided with healthy snacks and regular drinks throughout the sessions. Staff have a sound understanding of child protection procedures and their responsibilities.

An extensive range of interesting activities and play opportunities are provided which develop children's emotional, social and intellectual capabilities. The group is well resourced indoors, with stimulating good quality play materials and equipment, however some equipment in the outdoor area appeared to be in a poor condition. The outdoor area itself is in need of improvement to ensure it is well maintained and inviting to children. Staff meet children's individual needs through positive interactions that enhance self esteem and learning. Children are confident and their ideas are valued. Very good procedures are in place should a child with special needs attend the setting.

Warm relationships have been developed with parents and carers. Staff welcome them into the group and there is a two-way flow of information, knowledge and expertise. are kept well informed about their child's progress and receive good quality information. Records, policies and procedures are maintained for the efficient and safe management of the provision although some were not readily available for inspection. Confidentiality is fully maintained.

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

not applicable

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

- Trusting relationships have been built between the staff and the children and children's individual needs are met very well.
- There is a strong emphasis on partnership with parents. They are kept fully informed about their child's care with a good two way flow of information. Parents are encouraged to be actively involved in their child's learning.
- Children's behaviour is managed very well by staff throughout the group. Positive behaviour is encouraged and valued and children respond well to consistent handling.
- A broad range of interesting, well planned activities and play opportunities is provided to promote children's all round development.
- The experienced staff team work very well together. There are clear policies and procedures in place to ensure the smooth running of the group.

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

- the procedures for ensuring children are unable to access hazardous appliances in the kitchen area
- the outdoor area and resources for outdoor play

- the availability of records for inspection.

**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	Improve the outdoor play area to ensure it is well maintained and resources are kept in a clean, safe condition.
6	Ensure children are unable to access hazardous appliances in the kitchen.
14	Ensure that all records relating to day care are readily accessible on the premises and available for inspection at all times.

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

### **How effective is the nursery education?**

Hutton Rudby Playgroup and Pre-School provides a warm and friendly environment in which to care for children. The provision of nursery education is acceptable and of good quality. Children overall make generally good progress towards the early learning goals. They make very good progress in their personal, social and emotional development and in creative development. They make generally good progress in communication, language and literacy, mathematics, physical development and in knowledge and understanding of the world.

Teaching is generally good. Staff work very well together to provide an interesting and stimulating curriculum that enables children to learn successfully. The person in charge has a sound knowledge and understanding of the foundation stage and the early learning goals. Planning covers all areas of learning, however some aspects are not sufficiently covered or provide appropriate challenge for more able children. An interesting and varied range of activities introduce children to new ideas and experiences. Staff interact effectively with children giving good support to enhance their learning.

Leadership and management is generally good. The leader instigates new ideas and values the strengths of her team. She engages all staff in planning and they reflect on what needs to be done to improve the quality of nursery education, however monitoring and evaluation is not always rigorous enough to identify the gaps in the curriculum. Staff have access to guidance, support and relevant training.

Partnership with parents and carers is generally good. Staff have developed good relationships with parents. Parents speak very highly about the group and feel involved in their child's learning, however there are limited opportunities for them to be fully informed of their child's progression towards the early learning goals.

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

- Staff give high priority to nurturing children's personal social and emotional development and are positive role models.
- Children show high levels of involvement in activities and demonstrate impressive concentration skills.
- Children have a good understanding of what is right and wrong and are able to take turns and share fairly. Children are developing good relationships with each other. Behaviour is very good throughout the setting.
- Children enjoy listening to and making music. They sing enthusiastically and are developing an impressive repertoire of songs.

**What needs to be improved?**

- the systems for monitoring teaching and planning to ensure all aspects of the curriculum are sufficiently covered and that there is appropriate challenge for all children
- the information available to parents about the Foundation Stage, and their child's progress towards the early learning goals
- the assessment system to ensure individual children's learning is evaluated and effectively used to inform future planning.

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

There were two key issues identified at the last inspection which were to improve the programme for physical development and to improve parental partnership by encouraging parents to contribute to assessments by sharing their view of their child's learning at home on a regular basis.

Generally good progress has been made overall. A climbing frame and slide are now available and planning indicates some activities to develop children's gross motor skills, however there are still insufficient opportunities for children to develop skills in their skills for balancing, climbing and jumping and for using large equipment.

Termly sheets are sent to parents informing them of what their child will be learning. A questionnaire is attached for parents to share their views of their child's learning and make suggestions. This is used to inform assessments of children.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

All children demonstrate very good concentration and listening skills when listening to stories, talking at circle time. They separate from their parents and carers with confidence and most initiate interactions with their peers and familiar adults. All children eager to participate in a range of activities. They show excitement, motivation, and high levels of involvement. Behaviour is very good and most children are aware of the group rules, respect these, and respond well to staff guidance.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Most children have emerging self confidence to speak in groups. All children have attentive listening skills, they respond with relevant comments and ask questions. All children show sustained interest in books, they know how to handle them and turn pages correctly. There are limited opportunities for children to practise emergent writing skills, and for more able children to begin to recognise familiar words other than their name and to begin to link sounds and letters.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

All children are developing a good understanding of shape space and measure. Both three and four year old's are very knowledgeable when recognising and naming shapes. All children are beginning to show an interest in numbers and enjoy counting when supported by staff. Little evidence of children beginning to problem solve and calculate in everyday or planned activities - little challenge for more able children.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

All children are beginning to gain a sense of place, they engage in activities to raise their awareness of where they live and confidently explore and investigate their environment. Most children are developing good designing skills and construct with purpose in mind. All children talk about themselves and events in their lives. There are limited opportunities for children to develop and build on existing skills in information and communication technology.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

All children move around confidently indoors and are developing good spatial awareness. Most children use one-handed tools and equipment well and are developing good fine motor skills. Children are beginning to develop health and bodily awareness, they are aware of why they need to wash their hands before snack time. There are insufficient opportunities for all children to further develop their skills for balancing, climbing and jumping and for using large equipment.

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Very Good
All children enjoy exploring colour, texture and shape and experiment through varied activities They enjoy listening to and making music, and sing enthusiastically during a range of planned and spontaneous activities. Children are beginning to use their imagination in role play when playing in the shop and home corner. All children respond well to what they see, hear, smell touch and feel when participating in adult and child initiated 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 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**

- Improve the systems for monitoring teaching and planning to ensure all aspects of the curriculum are sufficiently covered and that there is appropriate challenge for all children.
- Provide information for parents about the Foundation Stage, and their child's progress towards the early learning goals.
- Use assessment system effectively to ensure individual children's learning is evaluated and the information used to inform future planning.

*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.*