



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 199440

DfES Number: 515613

### INSPECTION DETAILS

Inspection Date	16/09/2004
Inspector Name	Gerry Simonds

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Colerne Old School Playgroup
Setting Address	Old School Vicarage Lane, Colerne, Chippenham Wiltshire SN14 8EL

### REGISTERED PROVIDER DETAILS

Name	Colerne Old School Playgroup 1021960
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### ORGANISATION DETAILS

Name	Colerne Old School Playgroup
Address	Tutton Hill House Tutton Hill, Colerne Chippenham Wiltshire SN14 8DN

## 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

Colerne Old School Playgroup is a village pre-school serving the village and the surrounding area. It has been in existence for over twenty years and takes children from the village of Colerne and the nearby military base.

The playgroup is registered for 26 children aged from 2 to 5 years and is a registered charity. It is managed by a committee of parents. The playgroup receives Nursery Education grant.

The playgroup leader is sometimes supernumerary and a parent rota provides additional adult support. The playgroup leader has a level three qualification in childcare. The group operate a key worker system.

There are strong links with Colerne Primary School and with the Key Stage 1 Co-ordinator there.

### How good is the Day Care?

Colerne Old School Playgroup provides satisfactory care for children. Staff provide a warm and welcoming environment for the children. The hall is tidy, clean and well maintained; storage is sometimes a problem but staff manage well. The leader of the group is qualified, well organised and has most policies and procedures in place, although there is no formal risk assessment. The premises are generally safe and access is well monitored by the staff. A good variety of equipment and furniture is provided for the children and toys are accessed easily.

Staff take positive steps to keep children safe, precautions are taken to prevent accidents and hygiene practices are good. Fire drills are regularly undertaken but staff do not record the time that it takes to evacuate the building. Accidents are recorded and most of them are signed by parents. Dietary requirements are respected and healthy snacks provided but children do not have independent access to drinking water. All children have individual attention and are included in activities. Resources are provided which reflect positive images of culture, ethnicity and

disability. Staff do not have much recent experience of working with children with special needs but are willing to do so. Staff have good knowledge of child protection issues but are not sure of Ofsted's role in procedures.

A good variety of activities ensure children's progress and staff have worked hard to get the planning of these activities right. Children's happiness is very important to the staff and they are good at settling new children and building good relationships. Staff manage behaviour well and praise children for their good behaviour. Children are very well behaved.

There is a positive partnership with parents, parents are happy with the provision although there is no formal arrangement for feedback on progress. There is a complaints procedure but this does not show Ofsted's telephone number.

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

Not applicable.

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

- Children's happiness is very important to the staff who are very good at settling new children.
- A warm and welcoming environment is provided and staff work well as a team.
- A well planned range of activities that provides a well balanced programme.
- Good equipment and furniture is provided for children to choose from and this provides equality of opportunity.
- Staff are good at managing children's behaviour. They are positive role models and praise children regularly.

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

- the procedure for timing fire drills
- the children's access to fresh drinking water
- the addition of Ofsted's telephone number to the complaints procedure
- the procedure of ensuring that every accident form is signed by the child's parent
- the recording of risks identified within the playgroup.

#### **Outcome of the inspection**

Satisfactory

## 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	Conduct a risk assessment on the premises identifying action to be taken to minimize identified risks.
6	Meet any recommendations made by the Fire Safety Officer (in this case note the time taken to vacate the building).
7	Ensure that all accident records are signed by parents.
12	Include Ofsted's telephone number on the complaints procedure.

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

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

At Colerne Old School Playgroup provision is of good quality overall. Progress in personal, social and emotional development, mathematical development and physical development is very good and progress in communication, language and literacy, knowledge and understanding of the world and creative development is generally good.

The quality of teaching is generally good. There is a good ethos within the group and new children settle in quickly and happily. Staff interaction with the children is good and language is well extended by the staff. Planning is simple but effective and understood by all. It is closely linked to the stepping stones of the foundation stage of learning. Children are well behaved and understand the 'golden rules'. Staff do assess children's progress but written observations are not in evidence and assessment not used for future plans.

Leadership and management of the playgroup is generally good. Staff and committee work well together. There are suitable policies, procedures and plans in place to support the work of the group. Staff are keen to improve their practice and are willing to attend training. The assessment programme is to be reviewed and changed and appraisals are to take place when new staff have settled in. Staff are enthusiastic and work well as a team.

Partnership with parents is generally good; parents are happy with the group. Those who wish to can become involved by helping on a rota system. Parents feel that staff are approachable and are very good at settling children into the group. Good information about the group and the curriculum is shared with parents. However, there are no formal opportunities to discuss their children's progress.

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

- The ethos within the group and the way that children settle in so quickly.
- The behaviour of the children and the way staff encourage them to co-operate and relate well to one another by the use of their 'golden rules'.
- Staff interaction and the way that staff extend children's language development.
- The good opportunities that children are given to move and explore space around them, even on wet days.

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

- the programme of assessment by using observation to back up individual assessments and help with future planning. The sharing of these

assessments with the parents

- the opportunity for children to use technology and opportunities to investigate natural and man-made objects
- the children's involvement in display work, allowing them to draw for displays.

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

Improvement since the last inspection has been generally good.

At the last inspection staff were asked to:

Develop the partnership with parents by providing more information about children's progress. Staff say that parents can come any time to see records and discuss progress but there are no set times for doing this. Therefore this still remains an issue to be resolved.

Provide more opportunities for children to learn about their environment. This issue has been well addressed, children are taken for walks and local farms have brought in animals. There has also been a consistent effort to bring in visitors from the local community such as the local police woman.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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There are good opportunities for children to develop confidence and concentration. They settle well and happily to their chosen activities and express themselves well. They are well behaved and are developing a good sense of fairness as they learn to share and take turns. They are also developing a good sense of community as they walk around the village and enjoy the many local visitors to the group. Children are learning to be independent in many ways.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children have many opportunities to talk and discuss with the staff and their language is well extended by the adults. They learn letter sounds as they say the initial letter sound of objects held up by staff and read several simple words around the room including their names. They listen well to stories and enjoy using their imaginations in role play. However, opportunities to write their names are limited.

### MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children are developing good number awareness. They have a variety of activities which encourage counting, for example they count themselves, as well as many other objects. They record the number of children present and in this way become familiar with larger numbers. They use mathematical language well and sing various number rhymes to reinforce the understanding of simple addition and subtraction. They are encouraged to solve simple problems and make mathematical patterns.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children are learning about living things for example as they enjoy the visit of a lamb from a local farm. They also have plants within the room to observe growth. They talk about change as they discuss jelly and how it changes when added to hot water. Good opportunities are provided for them to design and build and they are looking forward to celebrating 'Diwali'. However, opportunities to explore natural and man-made objects and to use the computer are limited.

### PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Good opportunities are provided for children to move freely and develop co-ordination both indoors and outside. They have good awareness of space and of the other children around them. They are encouraged to be healthy and to think about taking care of themselves. They use a good variety of equipment and tools to develop manipulative skills, competence and safety.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children have good opportunities to explore both colour and sound. They create pictures and models using a variety of materials. They enjoy expressing themselves through role play and through movement and dance. They enjoy singing, listening to music and learning new action songs. Displays, however, show a large adult influence and they are not drawn by children.	
<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**

- Back up assessment judgements with observations of the individual children. Use these observations for future plans. Explore ways of sharing these assessments with the parents.
- Encourage children to draw the work for display on the walls.
- Include more opportunities for children to use technology and explore man-made and natural objects and materials.

*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.*