



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 219989

DfES Number: 512396

### INSPECTION DETAILS

Inspection Date 20/10/2003  
Inspector Name Ann Austen

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Aldwinckle Playgroup  
Setting Address Main Street  
Aldwinckle  
Kettering  
Northamptonshire  
NN14 3LY

### REGISTERED PROVIDER DETAILS

Name Aldwinckle Playgroup 1027922

### ORGANISATION DETAILS

Name Aldwinckle Playgroup  
Address Main Street  
Aldwinckle  
Kettering  
Northamptonshire  
NN14 3EL

## 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

Aldwincle Playgroup opened in 1991 and operates from a classroom within the premises of Trinity Lower School in the village of Aldwincle. The playgroup serves the local community and beyond. It is registered to care for 13 children. There are currently 43 children from two to under five years on the register. This includes 12 funded three-year-olds and five funded four-year-olds. Children attend a variety of sessions. Support is provided for children who have special educational needs and children who speak English as an additional language, although neither are represented within the funded children.

The group opens five days a week during term time only. Sessions are from 08:45 until 11:45 and from 12:55 until 14:55. Six part-time staff work with the children. One member of staff has an early years' qualification. Three members of staff are currently on relevant training courses. The group receives on going advice and support from the Northamptonshire Early Years Development and Childcare Partnership and from the Pre-School Learning Alliance.

### How good is the Day Care?

Aldwincle Playgroup provides good quality care for children.

The premises are safe and secure and well decorated to create a welcoming environment. The playgroup is well kept and all the areas are clean. The space within the playgroup is well organised and meets the needs of the children. There are policies and procedures in place, however the special needs policy is not yet in line with current guidance.

The staff are aware of potential hazards within the building and when using the adjoining outdoor areas. Access to the premises is carefully monitored to ensure that the children and staff are safe. There are clear procedures for emergency evacuation of the building. Supervision is good at all times.

A good range of resources and well planned activities are available to promote

children's learning in all areas. Staff are interested in what children do and say. They have caring relationships with the children and regularly praise and encourage them. Children's behaviour is very good. They respond to clear boundaries and guidelines set by staff.

The partnership with parents is very good. Parents receive a good range of information about the setting and the curriculum. Their views are acknowledged and valued by staff. Parents contribute to the assessment process and have regular opportunities to discuss their child's progress. Documentation is well maintained.

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

Not applicable.

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

- Staff use colourful posters, photographs and displays of the children work to create a welcoming environment. The playgroup is well organised and good use is made of the available space, this includes the outside play areas enabling the children to extend their learning experiences.
- The children are interested in the activities provided. Staff listen to and value what children say, they talk with them and are skilled at asking them questions to make them think. They respond to children's interests and regularly praise and encourage them.
- Children have access to a good range of toys and play materials which are suitable for their age and developmental needs. Resources reflect positive images of culture, ethnicity and disability.
- Staff have a good awareness of safety and have effective measures in place to manage security. Fire safety procedures are good. Staff supervise the children at all times.
- Parents receive a good range of information about the setting. They have opportunities to contribute to the assessment process and can discuss their child's progress at any time.

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

- the written statement about special needs to include disabilities.

#### **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
10	Develop and make available to parents, a written statement on special needs which is consistent with current legislation and guidance.

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

### How effective is the nursery education?

Aldwincle Playgroup offers an attractive and stimulating environment, where children show enthusiasm for learning through play. Generally the children are making very good progress towards the early learning goals. The areas of personal, social and emotional development, knowledge and understanding of the world, physical and creative development are particularly good.

The quality of teaching is very good overall. The staff have a good knowledge of the Foundation Stage. Detailed curriculum planning is successful in providing a wide range of interesting topics and activities. Assessments are used effectively to establish the children's ability on entry and to enable them to continue to make good progress. Staff interact with the children very well, offering praise and encouragement, developing children's confidence and self esteem. They have high expectations of their behaviour, the atmosphere is consistently calm. Staff work directly with the children, individually and in small and large groups. They clearly explain the purpose of adult directed activities and question the children at every opportunity to extend their understanding and to encourage them to think for themselves. Children who have special educational needs and children who speak English as a second language are well supported.

The leadership and management is very good. There is a high level of commitment to the care and education of the children. The staff work well together as a team and have a clear knowledge and understanding of early years practice and are clear of their roles and responsibilities. They have clear training plans and work closely with the advisory team.

The partnership with parents is very good. Parents receive a good range of information about the setting and the curriculum. Parents views are acknowledged and valued. They contribute to the assessment process and have regular opportunities to discuss their child's progress.

### What is being done well?

- Children are confident and interested in the range of activities provided. They are friendly and happy, relating well to one another and to adults. High expectations and consistent routines support the children's good behaviour effectively. Staff praise what children do well. This has a positive effect on their confidence and self esteem.
- Staff provide children with good opportunities to develop their speaking skills. Children talk with confidence and are able to express their feelings and experiences.
- Staff have a good knowledge of the stepping stones to the Foundation Stage and plan an interesting range of activities to ensure that children make good

progress.

- Through an interesting range of topics and the use of the natural environment children are developing their skills and understanding that help them make sense of the world.
- Children move with growing control and co ordination. Their fine manipulative skills are developing through regular use of a good range of small equipment and tools.
- Staff create a stimulating environment where children can explore using a variety of materials and respond by using many senses.
- Parents receive a good range of information about the setting. They have opportunities to contribute to the assessment process and can discuss their child's progress at any time.

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

- There are no significant weaknesses to report but consideration should be given to improving the following;
- to further develop children's understanding of calculation in practical activities and every day routines.

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

The playgroup has made good progress since the last inspection. Staff plan some opportunities to recognise letters by shape and sound, through the use of games, the computer and puzzles. Staff provide more opportunities for children to relate written numbers to practical situations. The children are encouraged to count at every opportunity and have a good range of resources to support this area of learning. Children have regular opportunities for outdoor play, developing their physical skills more effectively. Parents are provided with a wider range of information about the setting and the curriculum.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

The children are well motivated and happy. They persevere with self-chosen activities for a good length of time and show a positive approach to new experiences. Children are developing good relationships with each other and the staff. Their behaviour is very good. Children's confidence and self-esteem is boosted through continual praise and encouragement. They are developing well in their personal independence; they put on their own coat and wash their hands before snack.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

The children communicate with confidence. They use language for a variety of purposes, to explain what they are doing and how they feel. The children handle books, listen to stories and enjoy singing. They are beginning to understand that print carries meaning. Some children recognise letters, but they do not always link sounds and letters. They experiment with writing as part of everyday activities and role-play. Older children are beginning to attempt writing.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

The children are encouraged to count and recognise numbers, for example the number of children at the pre-school. Older children are able to find the correct number of items on request. However more able children's understanding of calculation is less secure. Children are beginning to recognise and name some shapes and use mathematical language to describe and compare position, size and quantity.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are provided with a range of topics and activities to help them learn about the natural world and features of their environment. They explore different materials and use their senses, particularly when making jelly and tasting fruit. Children build and construct using various resources. Good use is made of the computer to support children's learning. Children successfully talk about past events and show an awareness of their own family, different cultures and the beliefs of others.

**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Children learn to move confidently with increasing control and co ordination. They participate in a good range of indoor and outdoor activities to develop skills such as balancing, jumping, throwing and catching. Children have a good awareness of space around themselves and the close proximity of others. They understand the importance of staying healthy and the need for washing routines. Children are developing their manipulative skills; they handle tools appropriately.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children participate in a variety of activities using a wide range of resources to support creative development. They communicate their ideas well through free painting, collage work and junk modelling. Children express their preferences and feelings about food, and use their senses well. Children listen to and move to music and enjoy experimenting with musical instruments. They use their imagination through art and design, music, dance, role-play and stories.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**



## **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:*

- There are no significant weaknesses to report but consideration should be given to improving the following;
- Further develop opportunities for children to develop their understanding of calculation in practical activities and every day routines.

*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.*