



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 253970

DfES Number: 500257

### INSPECTION DETAILS

Inspection Date 19/05/2004  
Inspector Name Pauline Margaret Todd

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Burnham Market Playgroup  
Setting Address Friars Lane  
Burnham Norton  
King's Lynn  
Norfolk  
PE31 8JA

### REGISTERED PROVIDER DETAILS

Name The Committee of Burnham Market Playgroup 1028178

### ORGANISATION DETAILS

Name Burnham Market Playgroup  
Address Friars Lane  
Burnham Norton  
King's Lynn  
Norfolk  
PE31 8JA

## 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

Burnham Market Playgroup is a committee run group with charitable status. It opened in 1973 and operates from a classroom at Burnham Market Primary School. It serves the local rural area.

There are currently 29 children from 2 to 5 years on roll. This includes 17 funded 3 year-olds and 8 funded 4 year-olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs. None of the children speak English as an additional language.

The groups opens five days a week during school term times. Sessions are from 9.20 until 11.50.

Seven part-time staff work with the children. Half of the staff have early years qualifications to NVQ level 3. Two staff are currently working towards NVQ 2 qualification. The setting receives support from a teacher from the Early Years Development and Childcare Partnership. They are members of the Pre-school Learning Alliance and the Norfolk Early Years Support Network.

### How good is the Day Care?

Burnham Market Playgroup provides good care for children aged two to five years. They have reasonable knowledge of the National Standards and relevant supporting criteria and interpret them well.

A capable and friendly staff team are in place. There are sufficient staff members to ensure the security of the group and to give the children the support they require to settle in. A comprehensive operational plan explains how the sessions are run and show how the resources and equipment are used to meet the needs of the children. The toys and play equipment are well maintained and the children can reach them easily. The group now has direct access to an enclosed garden, with fixed climbing apparatus, which has greatly enhanced their provision. The premises are very bright and airy and welcoming to children and their parents and good facilities are

available. However, the current provision for nappy changing is poor and does not ensure children's privacy. Useful records are maintained that promote the welfare, care and learning of children.

The chairperson and staff have a satisfactory awareness of risks to children's health and safety and take steps to ensure their premises are safe and secure. However, there are currently no procedures to follow if a child becomes lost. The group follow child protection procedures that are robust. The good health of children is promoted and the children are reminded to wash their hands after using the toilet and before eating.

A range of activities and play opportunities that effectively promote children's development are provided. The children's behaviour is managed appropriately, although the staff are not always confident about the strategies to use. The children spend time playing freely indoors and outdoors and also undertake structured activities.

The group has built warm and trusting relationships with parents and carers and there is a regular exchange of information.

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

Not Applicable.

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

- The interesting outdoor play area is used to provide the children with fresh air and exercise daily. They are able to run about, use the play equipment and have the freedom to make loud noises. e.g. bang drums.
- An excellent operational plan is available which works well in practice. It clearly states the aims for the group and explains how the setting is run. It demonstrates how the staff, resources, premises and equipment will be used to meet the needs of the children.
- There are sufficient toys, furniture and play equipment to ensure the children are comfortable and can play and eat together. The items are safe and in good condition. The staff use them to provide a very good range of activities that promotes children's learning.

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

- the procedures to follow if a child becomes lost
- the nappy changing facilities
- the staff's awareness and understanding of effective ways to manage children's behaviour.

**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 nappy changing arrangements to ensure that the dignity and privacy of children are respected and that hygiene requirements are met.
2	Introduce procedures to follow if a child becomes lost.
11	Develop staff's awareness and understanding of effective ways to manage children's behaviour, taking into account their age and stage of development.

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

### How effective is the nursery education?

The provision for nursery education at Burnham Market Playgroup is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals in all six areas of learning.

The quality of teaching is generally good. The staff understand how three and four year-olds learn and have reasonable knowledge of the stepping stones and early learning goals. However, they are not so confident with all aspects of communication, language and literacy and mathematical development. Staff provide a satisfactory balance of free play activities and group work each day. They use activities and play situations to help children learn although they do not always exploit opportunities as they arise during the session to promote children's learning. Staff plan a broad and varied programme of activities, which is suitable for children who are at different stages of development and which covers the Foundation Stage. The staff observe the children and the information contributes to their assessment programme and is used effectively to identify their learning needs. The accommodation is well used and the playgroup is well resourced.

The leadership and management of the playgroup is generally good. The chairperson and the supervisor are very organised and work hard to provide satisfactory leadership for the group. Regular staff and committee meetings are held. They work together to evaluate the service they provide. The group aim for the children to learn through play, and they are able to offer a provision that allows this.

The partnership with parents is generally good and positive relationships with staff promote children's learning and support families effectively. The range of displays and notices help to keep parents informed about the provision and the Foundation Stage. The parents are encouraged to be actively involved in their child's pre-school life and help, on a rota basis, at the sessions.

### What is being done well?

- The partnership with parents is good. The staff value the parents' involvement and feel well supported. The parents are pleased with their child's progress and find the staff very friendly and approachable.
- Children's personal, social, and emotional development is good. The children are confident, interested, and able to work co-operatively in small groups. They are happy and well settled.
- Children's physical skills are promoted effectively through a stimulating range of activities including the use of large and small equipment. They demonstrate increasing control and co-ordination and good spatial awareness when playing games indoors and when using their bodies and energy outside.

**What needs to be improved?**

- the staff's knowledge of the early learning goals in order to make full use of opportunities that occur in everyday activities and routines to re-enforce learning.
- the opportunities for the more able children to use books to widen their vocabulary and to begin to understand the concept of a word.
- the activities that focus on mathematical development, and ways of drawing out the mathematical learning in other activities, to cover number, calculation, shape, space and measures.

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

Since the last inspection the group has made generally good progress and has addressed the key issue. They plan opportunities for children to learn about the importance of keeping healthy and about what happens to their bodies when they exercise.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are confident to select the activity they wish to undertake and persist with activities that take their interest. e.g. wet spaghetti, making collages. They are helpful and co-operative and are starting to form good relationships with each other and adults. They show independence in their personal care. Children are settled, sit quietly and listen to stories and music. They show pleasure when using the small world equipment and when playing outside.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are keen to communicate and listen to each other well. They hold conversations with their friends e.g. "you can come home with me to see my baby rabbits". They use language with imaginative play e.g. dressing-up. However, there are limited opportunities for more able children to use books and to begin to understand the concept of a word. Children enjoy mark making with a variety of implements in a range of activities such as letter writing in the post office.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children count up to ten well and are beginning to recognise numerals. They show an understanding of mathematical language and sing number rhymes. However, they are not sufficiently encouraged to compare shape and space. There are also limited opportunities for them to be introduced to simple calculation through everyday practical activities. Children sort, match and make patterns as they play.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

There are opportunities for children to explore and investigate e.g. spaghetti, wet sand, collage activity, playing outside. Planned topics promote a good understanding of the environment and the wider world. Children make models from junk and construction sets. Technological equipment is available with appropriate software for the children's stages of development. Children talk about their past and present experiences e.g. "swimming in the creek yesterday".

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

The children demonstrate good control, co-ordination, and spatial awareness when playing games, using equipment and when running outside. Confident and safe use of large climbing apparatus is displayed by the more able children. Physical play is planned to ensure it is varied indoors and outside. Opportunities are provided for children to practice and develop their manipulative skills through use of scissors, pencils, spatulas, hammers. Adults discuss with the children how their bodies work.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children have opportunities to use their imagination and express themselves in role play e.g. making cups of tea, dressing-up, using small world toys. They explore a range of textures e.g. sand, paint, rice. Children develop their musical awareness through singing and playing musical instruments. A musician attends regularly. They show pleasure in the things they see, touch, hear, smell e.g. painting hand with brush, smelling flowers and strawberries, feely display on the wall.

**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**

- Improve staff's knowledge of all stepping stones and early learning goals in order to make full use of opportunities that occur in everyday activities and routines to re-enforce learning.
- Improve opportunities for the more able children to use books to widen their vocabulary and to begin to understand the concept of a word.
- Develop the activities that focus on mathematical development, and draw out the mathematical learning in other activities, to cover number, calculation, shape, space and measures.

*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.*