



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 223567

DfES Number: 516451

### INSPECTION DETAILS

|                 |                        |
|-----------------|------------------------|
| Inspection Date | 30/03/2004             |
| Inspector Name  | Janette Elizabeth Owen |

### SETTING DETAILS

|                 |   |
|-----------------|---|
| Day Care Type   | Full Day Care   |
| Setting Name    | Mordiford Dragons Playgroup   |
| Setting Address | Mordiford School<br>Mordiford<br>Hereford<br>Herefordshire<br>HR1 4LW |

### REGISTERED PROVIDER DETAILS

|      |  |
|------|--|
| Name | The Committee of Mordiford Dragons Playgroup |
|------|--|

### ORGANISATION DETAILS

|         |   |
|---------|---|
| Name    | Mordiford Dragons Playgroup   |
| Address | Mordiford School<br>Mordiford<br>Hereford<br>Herefordshire<br>HR1 4LW |

## 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

Mordiford Dragons Playgroup opened in 1992. The group moved to new rooms in 2004. It operates from a portacabin in the grounds of Mordiford School. The group serves the local area.

There are currently 19 children from two years to five years on roll. This includes nine funded three year olds and four funded four year olds. Children attend a variety of sessions. The setting supports children with special needs, and who speak English as an additional language.

The group opens three days per week during term times. Sessions are between 8:45 and 11:45 and 12:45 and 14:45. A lunch club is provided between sessions. Children attend sessionally or all day.

There are six members of staff working with the children. Half of the staff have early years qualifications. One member of staff is working towards a recognised early years qualification. The setting receives support from the Early Years Development and Childcare Partnership and a mentor teacher. The playgroup has strong links with the Pre-school Learning Alliance(PLA) and the school with whom they share facilities.

### How good is the Day Care?

Mordiford Dragons Playgroup provides satisfactory care for children.

Mordiford Dragons Playgroup provides a stimulating environment for children. Children are provided with a good range of toys and activities which are used effectively to meet children's developmental needs. Children have regular access to the outside environment, the local community and many activities take place outside.

Staff are aware of health and safety procedures and take reasonable steps to maintain children's health and safety. Documents relating to children, policies and procedures are available. However, some procedures and records need reviewing

and updating and policies have yet to be adopted by the group. Staff are good role models and children respond well to the expectations for good behaviour, children are polite and considerate.

Children are provided with a good range of activities and resources which are used by staff to capture children's interest and provide exciting learning opportunities. Children's language development is good, children are confident in talking to adults within the group and in expressing their ideas.

Staff work in partnership with parents. Parents are encouraged to share information on their child's needs, staff are available to talk with parents on a daily basis. Parents are involved in the group as part of the committee. Parents are welcomed into the group to share experiences with children, such as bringing in a new baby. Information on the curriculum is available to parents and parents are encouraged to support their children's learning with activities carried out at home.

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

Since the last inspection, the group has provided evidence of building approval and have ensured that fire procedure notices are displayed.

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

- Children are provided with a good range of resources and stimulating learning experiences.
- Children's language development is good, children confidently use a range of vocabulary in different situations and activities.
- Children are well supervised when using opportunities to explore the local community and outside environment.
- Staff are good role models for behaviour, they encourage children to be independent, polite and considerate.

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

- the procedures for ensuring documentation contains all relevant information.

#### **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  |
|-----|---|
| 2   | Review operational plan to ensure information is up to date.  |
| 7   | Ensure procedures for completing medication records are followed.   |
| 14  | Review documents which are required for the efficient and safe management of the provision are up to date and include all relevant information. |

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

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

Mordiford Dragons Playgroup offers good quality provision which helps children make generally good progress towards the early learning goals.

Teaching is generally good, staff make effective use of resources and activities to provide a stimulating learning environment which is interesting and informative. Staff have a good understanding of the needs and interests of individual children and make good use of questions to extend children's ideas. Staff have a good knowledge of the Foundation Stage and plan appropriate activities. However, observation and assessment is not effectively used to plan the next steps in children's learning. There are currently no children with special educational needs, there is an effective system in place to provide support.

Children have a good understanding of where they live and the environment through activities involving the local community. Many activities take place out of doors and there are regular visits from people within the community to the group. Children are provided with a good range of equipment and resources which they use creatively to produce individual pieces of work. Children have limited access to technology equipment. The group has strong links with the school, are involved in projects relating to health and children are provided with fresh fruit. They take part in regular exercise sessions. There are missed opportunities to raise children's awareness of healthy bodies during these activities.

The group is managed by a supportive management committee. Staff work well together as a team, are friendly and approachable. A good partnership with parents has been established, parents take an active role in their children's learning, visit the group and support children by carrying out activities at home which reinforce the learning. Staff provide parents with information on their children's progress and information about the curriculum and setting. New policies and prospectus have not yet been adopted by the group.

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

- Children are provided with a good range of equipment and resources which are used effectively by staff to capture children's interest and help them learn through new ideas and experiences.
- Children are creative, they produce individual pieces of work.
- Children are involved in their local community. Activities are based around where they live and the natural environment.

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

- procedures for using children's assessments in planning the next steps in children's learning and in extending opportunities for more able children.
- opportunities for children to learn about health and bodily awareness.

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

The group has improved the systems in place to support children with special educational needs. The special educational needs coordinator has attended training in identifying needs and planning and assessing the curriculum to meet those needs.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

|            |                |
|------------|----------------|
| Judgement: | Generally Good |
|------------|----------------|

Children make generally good progress in personal, social and emotional development. Children have built up trusting relationships with staff who have a good understanding of children's needs. Children are confident and work well together, sharing and playing cooperatively.

### COMMUNICATION, LANGUAGE AND LITERACY

|            |                |
|------------|----------------|
| Judgement: | Generally Good |
|------------|----------------|

Children make generally good progress in communication, language and literacy. Children's use of language is good. Staff make effective use of questioning. Children use a range of strategies to develop their coordination and fine motor skills in preparation for writing. More able children do not have the opportunities to use these skills regularly in everyday situations.

### MATHEMATICAL DEVELOPMENT

|            |                |
|------------|----------------|
| Judgement: | Generally Good |
|------------|----------------|

Children make generally good progress in mathematics. Children use numbers in everyday situations and learn concepts of space, shape and measure in practical activities. Observation and assessment of children's progress is not consistently used to influence the next steps in children's learning and to challenge more able children.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

|            |                |
|------------|----------------|
| Judgement: | Generally Good |
|------------|----------------|

Children make generally good progress in knowledge and understanding of the world. Children gain an increasing understanding of where they live and the wider environment. Children talk about their experiences and activities are used well to raise awareness of the local community. Children have limited access to information and communication technology.

### PHYSICAL DEVELOPMENT

|            |                |
|------------|----------------|
| Judgement: | Generally Good |
|------------|----------------|

Children make generally good progress in physical development. Children are provided with a good range of physical play equipment which is used well to promote coordination, physical development and confidence. Children do not have the opportunity to learn about health and bodily awareness during the regular exercise sessions and snack times.

| CREATIVE DEVELOPMENT   |                |
|--|----------------|
| Judgement:   | Generally Good |
| Children make generally good progress in creative development. Children have access to a wide range of media, materials and tools which are used effectively to help children gain confidence, develop new skills and explore new ideas. Children show creativity in the individual pieces of work they produce. |                |
| <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**

- develop procedures for using the observation and assessment of children's learning to influence the forward planning and provide activities which offer sufficient challenge to older/more able children;
- increase staff's knowledge of how to use activities and routines to help children further develop their understanding of health and bodily awareness.

*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.*