



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 221833

DfES Number: 518497

### INSPECTION DETAILS

Inspection Date	11/11/2003
Inspector Name	Pamela Abram

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Burleigh Hill Playgroup
Setting Address	Wheatfields Junior School Wheatfields St. Ives Cambridgeshire PE27 3YD

### REGISTERED PROVIDER DETAILS

Name	The Committee of Burleigh Hill Playgroup 1042376
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### ORGANISATION DETAILS

Name	Burleigh Hill Playgroup
Address	Wheatfield Junior School Wheatfields, St Ives Huntingdon Cambridgeshire PE27 3YD

## 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

Burleigh Hill Playgroup is registered to provide sessional day care for children from the age of 2 to under 5 years. It is the policy of the group to admit children when they are 2 years and 7 months old. Overnight care is not offered. The group, which started 17 years ago, is open during term-time. Sessions run daily from 08:40 to 11:40, with afternoon sessions on Mondays and Wednesdays from 12:10 to 14:40. The group is located in a mobile building within the grounds of Wheatfield's Primary School in St Ives, Cambridgeshire. The playgroup is managed by a voluntary committee and children attending live in the surrounding community. Four members of staff are employed and they are sometimes supported by voluntary helpers. The staff team possess a range of qualifications, training and experience.

There are currently 41 children on roll, including 17 funded 3 and 4 year olds. The pre-school is able to support children with special needs and those who speak English as an additional language. The pre-school is affiliated to the Pre-school Learning Alliance and receives the support of a mentor from the Early Years Development and Childcare Partnership.

### How good is the Day Care?

Burleigh Hill Playgroup offers a satisfactory quality of care for children.

Children benefit from experienced and trained staff, who work to provide a welcoming environment where children feel secure. The range of positive images on display help children to appreciate and value their similarities and differences.

Measures taken by staff and committee ensure that children play safely indoors and outside. There is open access play space adjacent to the building, with an enclosed play area within it.

Children's learning and development is supported by a varied programme of planned activities. The arrangement of resources offers children easy access to them, but the lack of opportunities for them to do so limits their ability to make choices. Children's

behaviour is generally good. Staff present themselves as good role models for children, talking to, listening to and questioning them to encourage their emerging communication skills. However there are times when the activities offered and staff deployment does not take account of children's differing stages of development and limits their independence. A clearer understanding of roles and responsibilities amongst staff and committee would mean that they would be able to focus on meeting individual children's needs more effectively.

Children are encouraged to develop healthy eating habits at refreshment time and individual dietary needs can be met within the setting. The availability of drinking water throughout the session would increase children's individual ability to be more independent in their intake of fluids.

Staff work in partnership with parents, sharing information in a variety of ways to benefit the children who attend and their families.

Most policies and procedures are in place to assist staff in meeting the individual needs of children. There are some inconsistencies in the operational plan and other written materials, including the Child Protection Policy and staff understanding of it.

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

At the last inspection the group agreed to ensure that the operational plan contained all necessary elements, to conduct a risk assessment of the premises, to ensure that all staff submit to the vetting procedures and update the complaints procedure.

There are now clear procedures within the operational plan to ensure that staff are aware of children's medical details and can comply with parents' wishes in the event of children having an accident or illness. They have also strengthened the procedures for administering medication and first aid so that children's needs can be met appropriately.

The procedure to be followed should a child be lost or uncollected from the group has been partially addressed in the parents handbook, but written details are not included in the operational plan so there is a lack of consistency in documentation to be addressed.

The complaints procedure now includes details of how to contact Ofsted. This makes parents better informed of Ofsted's role.

Regular risk assessments are now carried out, the findings are recorded and any necessary action is taken to ensure that the premises are safe.

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

- Staff give a high priority to safety of the premises and take steps to ensure that the physical environment does not pose a risk to children's health or safety.

- There is effective partnership with parents and staff respect their wishes. There are good systems in place to keep them informed of their child's progress and for information to be shared.
- The premises are warm and welcoming for children, with eye-catching posters and displays, to create a sense of acceptance of individuality.
- Staff offer a varied programme of activities which promote children's learning and development. They take active interest what children have to say and respond with enthusiasm. This makes children feel valued and boosts their confidence.

### What needs to be improved?

- the deployment of staff and organisation of group activities to take account of children's individual stages of development to meet their needs more fully;
- the location and accessibility of resources, equipment and displays to enable children to select their own resources and activities as a means of increasing their independence;
- the written child protection policy and staff's knowledge and understanding of it;
- consistency and adherence to National Standards and other relevant legislation in policies and procedures and all written materials and records.

### 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 must take the following actions by the date shown

Std	Action	Date
8	Ensure that children have access to fresh drinking water at all times.	12/11/2003
13	Ensure that the child protection procedure for the playgroup complies with the local Area Child	09/12/2003

	Protection Committee (ACPC) procedures and develop staff's knowledge and understanding of child protection issues.	
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<b>The Registered Person should have regard to the following recommendations by the time of the next inspection</b>	
Std	Recommendation
2	Review staff and committee roles and responsibilities to ensure that staff are deployed effectively ensuring that their skills in working with children are given priority.
5	Increase the opportunities for children to access resources independently and position the computer and display materials at children's level.
14	Ensure that all records, policies, procedures and written materials adhere to the National Standards, Guidance and any associated legislation so that they reflect current practice within the setting and are presented in a consistent format for parents and staff.

## **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 Burleigh Hill Playgroup is good. It enables children to make generally good progress in all areas of learning. Children are supported by staff who plan a wide range of practical activities and have a clear knowledge of the early learning goals.

Children develop good relationships with adults and with each other. They are thoughtful and caring to one another. They are good at sharing and taking turns. Adults provide cheerful, friendly role models and help to settle the children into the group in a sensitive manner.

The group has a new committee who are keen to support staff.

Parents like the atmosphere of the Pre- school and staff are praised for their friendliness and calm approach.

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

- Children develop good relationships with adults and each other.
- Children are helpful in tidying up and at snack time.
- Children are encouraged to think about their own and other people's feelings and have opportunities to say whether they are happy or sad.
- Items about the room are well labelled and attractively presented.
- Children show an awareness of the links between sounds and letters. They have opportunities to find their own names and other words.
- There are many positive images around the room which show people from other cultures and the use of different languages.
- Children move confidently and show an awareness of space both inside and out.
- Staff are clearly aware of the six early learning goals.

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

- The previous report stated that the organisation of the session should enable opportunities for grouping children for some activities. The large group sessions could also be managed more efficiently. The grouping should be appropriate for the age-groups.
- Assessments should show clearer differentiation between three and four year olds and parents should have more opportunities to discuss them.

- There should be more opportunities for learning about health and bodily awareness.
- There should be more opportunities for children to express their own ideas through a widening range of materials.
- There should be a limited use of worksheets, restricted to those who fully understand what they are being asked to do.

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

Planning now shows regular reference to the six areas of learning.

The previous report said there were limited opportunities to care for property and help tidy up, though this was not a key issue. However children tidy up very readily now and are responsive to requests to assist.

The report mentioned limited opportunities to use vocabulary and express thought and explore meaning and associated sounds and syllables and patterns in sound. Plans show the use of linking sounds to letters, rhyming and alliteration and distinguishing one sound from another.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children's personal social and emotional development is generally good. They develop good relationships with adults and each other. Children co-operate and share resources, showing consideration for others. They are helpful in tidying up and at snack time. Children are encouraged to think about their own and other people's feelings and have opportunities to say whether they are happy or sad. However they have difficulty sitting still at group time and sometimes lose interest.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children's communication language and literacy skills are generally good. They speak clearly and confidently (e.g. at group time when doing the date and weather). Items about the room are well labelled and attractively presented. Children show an awareness of the links between sounds and letters. They have opportunities to find their own names and other words. However the use of work sheets is not always appropriate and should be limited to those who fully understand them.

### MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children's mathematical skills are generally good. They recognise numbers and have plenty of opportunities to count in practical everyday activities. They are able to identify circles and other shapes and use some mathematical language for comparing. However they would benefit from more mathematical language and opportunities for calculating.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children's knowledge and understanding of the world is generally good. They observe their environment and the natural world. There are many positive images around the room which show people from other cultures and using different languages. Children are aware of a sense of time and place and talk about their homes and families as well as significant events in their lives.

### PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children's physical development is generally good. They move confidently and show an awareness of space both inside and out. Children use a wide range of small and large equipment. They handle tools and objects of varying sizes and enjoy playing with malleable materials. However opportunities were missed to discuss health and bodily awareness, with the children.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children's creative development is generally good. They explore colour shape and texture in two or three dimensions. They have some opportunities to use their imagination in the role play area which is varied and enjoyed wearing their pirate hats. However they need more opportunities for expressing and communicating their ideas thoughts and feelings through a wide range of materials	
<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

- Consider the groupings of children and whether these are appropriate. The large group sessions should be suitable for the children in them and concentration should be encouraged. The groupings should be appropriate for the age-groups. (Key Issue)
- Show ways that will be used to discuss health and body awareness, with the children.
- (Key Issue)
- Assessments should show clearer differentiation between three and four year olds and parents should have more opportunities to discuss them. (Point for consideration)
- There should be more opportunities for children to express their own ideas through a wider range of materials.(Point for consideration)

*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.*