



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 254221

DfES Number: 530630

### INSPECTION DETAILS

Inspection Date	06/01/2005
Inspector Name	Susan Cox

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Penguin Playgroup
Setting Address	Newtown Methodist Church Caister Road Great Yarmouth Norfolk NR30 4DP

### REGISTERED PROVIDER DETAILS

Name	The Committee of Penguin Playgroup 1039260
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### ORGANISATION DETAILS

Name	Penguin Playgroup
Address	Newtown Methodist Church Caister Road Great Yarmouth Norfolk NR30 4DP

## 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

Penguin Playgroup opened in 1993. It operates from two rooms in a building adjoining the Newtown Methodist Church in Great Yarmouth. A maximum of 25 children may attend the playgroup at any one time. The playgroup is open each week day during term time, from 09:00 to 11:30 and from 12:30 to 15:00. There is access to an enclosed outside play area.

There are currently 50 children aged from 2.5 years to school age on roll. Of these 35 children receive funding for nursery education. Children come from a wide catchment area. The playgroup supports children with special educational needs and those with English as an additional language.

The playgroup employs 6 staff. Four of the staff, including the manager, hold appropriate early years qualifications. One member of staff hopes to start training shortly.

### How good is the Day Care?

Penguin Playgroup provides good quality care for children.

Children receive a warm welcome which helps them settle quickly to play. Staff are organised and work effectively as a team. They supervise children well and are readily available to support them as needed but snack time involves some children having long waits for others to wash their hands or serve themselves. Staff create bright and attractive rooms with a good range of resources, which are readily available to the children. The outside play area is regularly used during appropriate weather. Records are well-maintained and easy to access.

Staff have a clear understanding of maintaining safety and regular risk assessments are carried out, however, the carpet is rucked between the rooms and the flex to the kettle is near to the edge of the worktop. Children are developing confidence and independence in their personal hygiene but hand washing after craft needs adult assistance. A range of snacks is provided, including fresh fruit, to promote healthy

eating. Information is obtained to effectively meet children's medical and dietary requirements. There is a welcoming and inclusive approach that values all children as individuals and supports children with special needs or English as an additional language. Child protection procedures are clear.

Children are happy and well settled; they are making friends and learning to work with different adults. Staff plan a wide range of interesting activities, which promote learning in all areas and takes account of individual abilities. There is much fun and laughter as children engage in free play making many of their own choices. Children's behaviour is very good.

There is a sound partnership with parents. Information is exchanged each day to ensure the children may be cared for appropriately.

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

At the last inspection the group was set a series of actions, which have all been met in full.

An operational plan is now in place and reflects the working practice of the group. The registration system records accurately the attendance of children, staff and visitors. Suitable nappy changing facilities are available in the toilet for the disabled. The knife is secured, as are other items in the kitchen area. The heater in the toilet is guarded and children are supervised when using the toilets. A duplicate book is used to record incidents and share these with parents. Parents only see the accident record relevant to their child to preserve confidentiality. The contact details for Ofsted have been added to the complaints policy.

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

- Staff work hard to present a bright and stimulating, child-centred environment. Children's work is attractively displayed and activities are presented in a manner to encourage children to take part.
- Staff know the children well. They are sensitive and caring, working at children's level to help them play, often developing learning opportunities, which arise spontaneously through free play as well as focussed activities.
- A very good range of resources is available covering all areas and stages of development. Suitable storage enables children to make many of their own choices and helps develop their independence and self esteem.
- Parents are made to feel welcome. There is a flexible settling in procedure to meet individual needs and information is displayed to inform them about the care and education their child receives. Staff are readily available to discuss children's progress.
- Children's behaviour is very good; they are kind and caring and usually share and take turns. Staff are positive role models, helping children to learn right from wrong in a supportive environment.

**What needs to be improved?**

- the organisation of snack time
- easy access to clean water for hand washing after craft activities
- the safety of the rucked carpet and kettle.

**PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)**

Ofsted received information about an incident in May 2004 in which a child was knocked by a trampoline that a member of staff was carrying along the road. The information raised concerns in respect of National Standard 1 - Suitable Person. Ofsted requested the group complete an internal investigation and submit the findings. Following the investigation, Ofsted is satisfied that in relation to the concerns, the group was complying with registration requirements. The provider remains qualified for registration.

**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
2	Reconsider the organisation of snack time to avoid children having to wait during preparation.
6	Review the safety of the carpet in the doorway and the kettle.
7	Consider how children may have independence to access clean water for hand washing after craft activities.

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

### How effective is the nursery education?

The provision of nursery education at Penguin Playgroup is good. It enables children to make very good progress towards the early learning goals in all areas of learning.

The quality of teaching is very good. Staff have a comprehensive understanding of the Foundation Stage and Stepping Stones and this is used to plan a stimulating range of activities, that capture the children's interest and encourage them in their learning. Staff work well as a team to help support the children and extend learning opportunities that arise from everyday activities, as well as those that are planned. They are caring and sensitive to the needs of the children and know them well, adapting to individual characteristics freely. The staff are positive role models and work consistently to help children to learn to manage their own behaviour appropriately. They are keen to promote the learning that arises from free play and join in the fun and enjoyment which the children display with enthusiasm. Children with special educational needs or English as an additional language are fully included in all activities, with adaptations made as necessary. Effective assessment is used to meet the children's learning needs.

Leadership and management within the setting are very good. All are committed to the improvement of nursery education and work together constructively to do so. The manager is clear about her role and confidently manages the staff whilst working with the children, for most the session. There are effective procedures in place to monitor and review practice and they are keen to act upon advice from the link teacher.

The partnership with parents is generally good. Staff are keen to work with parents and there is a daily exchange of information. Written information and newsletters inform parents about the education their children receive and a library scheme is available for them to use but this does not inspire all the parents.

### What is being done well?

- Staff plan well to cover all areas of learning and use free play situations effectively, to promote a range of interesting learning opportunities. They regularly assess what children can do through 'golden moments' and more focussed observations. This information is used to plan the next steps in the children's learning, building in differentiation to meet individual needs.
- Children are motivated to learn; they play happily and are being encouraged to be independent with support that also increases their self-esteem. They enjoy helping to organise activities and are skilled at helping tidy up, working together with the staff.
- Staff are caring and display a clear understanding of how children learn. They talk and listen to them giving them opportunity to think and explore their

ideas. They value what children say and do and use praise and encouragement freely as they work together.

**What needs to be improved?**

- the partnership with parents; to help more become involved in their child's learning.

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

Not applicable.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are well settled and motivated to learn. They are making friends and separate happily from their carer, being confident to join in a range of activities and make many of their own choices. They share and take turns, sometimes helping others. Concentration is good and they persevere with tasks showing pride in their work. Many manage their personal hygiene independently. They are learning to value and respect differences through projects and celebrating a range of festivals.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children are becoming confident talkers in free play and small groups. They listen attentively to stories and join in, often being able to predict what happens with familiar tales. They concentrate well as they look at books and handle them with care, turning the pages, following pictures and sometimes talking to friends about what they see. Games help them recognise the initial letters in their names and they are starting to use pre-writing skills in their play.

### MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children count frequently in everyday activities with some being confident to count up to 15, when building a tower of bricks. They enjoy finding hidden bears in shredded paper and count these as they sort them by colour. They recognise shapes in the large bricks as they build and eagerly look for hidden shapes to match those given to them. Weighing and measuring is part of cookery and sand/water play and results are sometimes recorded attractively in simple picture graphs.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children enthusiastically explore the soap/foam to find toy puppies and liken this to snow, talking about what it feels like and enjoying the sensations. They select their own materials to create models of animals and their homes for the vets project and show pride in what they make. Many use the computer with confidence and they are proud of using a camera, to create an album of their pictures. Topics help children learn about place, time and culture in ways that are relevant to them.

### PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Many activities are planned for children to develop their skills of control, co-ordination, balance and climbing. The outside area is used frequently and large physical play apparatus is often available inside for use during free play; this is used safely and with confidence. Action songs are popular and they talk about how hot they get and about being out of breath, understanding how their body works. They are becoming adept at using a range of equipment and tools correctly.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Colours are explored spontaneously as children paint and discover how they mix and feel when painting on and with their hands. They listen to and join in enthusiastically with familiar songs and make music with unusual instruments, which catch their imaginations. Many thrill to experimenting on the full sized piano. Rich experiences are provided for them to use their imaginations as they become vets, hairdressers and estate agents as part of projects.	

**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**

- Provide further opportunities for parents to understand what the children do and learn and involve them in this process.

*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.*