



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 219072

DfES Number: 580962

### INSPECTION DETAILS

Inspection Date	14/11/2003
Inspector Name	Susan Parker

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Vicarage Hill Playgroup
Setting Address	36a High Street Flitwick Bedford Bedfordshire MK45 1DU

### REGISTERED PROVIDER DETAILS

Name	The Committee of Vicarage Hill Playgroup
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### ORGANISATION DETAILS

Name	Vicarage Hill Playgroup
Address	36a High Street Flitwick Bedford Bedfordshire MK45 1DU

## 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

Vicarage Hill Playgroup operate from the Brotherhood Hall in Flitwick. This building is set well back from the main road through the town.

The building is single storey with outside play space.

The group offer sessional care for a maximum of 26 children aged 2 to 5 years.

Sessions operate term time only 9.30am to 12noon or 1.30pm in the summer term only.

The group has sole use of the building during its operational hours.

They have a staff team of 4. The play leader and assistant hold qualifications equivalent to NVQ level 3. The remaining 2 staff are hoping to commence NVQ level 3 courses.

There are currently 24 children on the register, 14 of these are 3 year olds who are in receipt of funding.

### How good is the Day Care?

Vicarage Hill Play group provides satisfactory care for children.

Staff work well together as a team. They set out the room and equipment each day, and supervise the children and activities in a well organised manner.

The playgroup have a wide range of easily accessible toys and resources from which they provide a stimulating range of play experiences for the children. However, there are no observations made of the children in order to identify and plan learning priorities.

There are comprehensive policies and procedures in place in order to provide satisfactory care for children.

The accommodation can be very cold and the heating system does not always maintain an adequate temperature.

Children are provided with fruit and healthy snacks. They can choose from squash, water, milk and flavoured milk. All dietary and medical requirements are recorded and staff ensure the children are safe and well cared for at all times.

The children are well behaved and aware of their boundaries. Staff ensure children are praised and encouraged when behaving well, and any unacceptable behaviour is dealt with in a calm and developmentally appropriate way.

Parents are welcomed into the group and encouraged to stay with their child as long as it takes to settle the child in. Parents also help out with activities on occasion. The playgroups policies and procedures are available to parents. However, the group has not provided the address or phone number of the regulator for parents information.

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

At the last inspection, Vicarage Hill Playgroup agreed to provide equal opportunities and multi cultural experiences. The group now have a selection of multi cultural resources, including posters and play figures, as well as celebrating other cultural festivals throughout the year. They have amended their policies, procedures and records. These improvements will provide the children with a knowledge and understanding of other races, cultures, religions and abilities. The adaptation of policies and procedures ensure the children are cared for and their welfare is fostered appropriately.

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

- Staff provide the children with a wide and stimulating range of activities which sustain the children's interests, and develop their social, emotional, physical and intellectual development.
- Children's behaviour is managed well using consistent and developmentally appropriate strategies

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

- procedures to observe children and record what the children do, and use to plan the next stage in the child's development and learning.
- maintaining and monitoring of the temperature within the setting to ensure it is consistently at an appropriate temperature.
- inclusion of the address and telephone number of the regulator in the complaints procedure.

<b>Outcome of the inspection</b>
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Satisfactory
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<b>CONDITIONS OF REGISTRATION</b>
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<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
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<i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i>
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<b>WHAT NEEDS TO BE DONE NEXT?</b>
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<b>The Registered Person should have regard to the following recommendations by the time of the next inspection</b>
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Std	Recommendation
3	Observe and record what children do to plan the next steps in children's play and learning
4	Ensure an adequate temperature is maintained at all times.
12	Include the address and telephone number of the regulator in the complaints procedure.

## **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 Vicarage Hill Playgroup is generally good. Children are making generally good progress towards the early learning goals.

The quality of teaching is generally good. Staff have an awareness of the Foundation Stage and provide a wide range of activities and resources. Behaviour is well managed with staff using consistent strategies appropriate to the developmental ages of the children.

However, the staff do not use formal written plans to ensure the children are receiving appropriate teaching in all six areas of learning. There are no written assessments or records of the children's progress. This inhibits staff from setting suitable challenges which meet the educational needs of the children. Teaching methods appear effective, but there is no written evaluation to assess if they are suitable.

The leadership and management has significant weaknesses. The group have no written evidence of how their aims are reflected in their practice, or how they assess and evaluate the strengths and weaknesses of the provision.

The partnership with parents has significant weaknesses. There is limited information given to parents on the settings teaching aims. Parents only receive verbal information on their children. They do not receive written information on their child's achievements and progress in the six areas of learning, the stepping stones or the Foundation Stage

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

- The provision of a wide range of activities and play experiences suitable for the children.
- The support and encouragement of children's independence skills.

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

- the introduction of appropriate written plans, assessments and records of children's progress towards the early learning goals, appropriate to their developmental age.
- information shared with parents and carers on the achievements of their child and their progress towards the early learning goals.

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

The Playgroup has made limited progress since the last inspection and has significant weaknesses in planning, evaluation and assessing progress. Although staff have an understanding of providing suitable activities to support children's learning, the lack of written assessments and records of progress inhibits staff from providing suitable individual challenges for the children.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are developing their independence and personal skills within the group. They are encouraged to put on their own coats and use the toilet independently. Children are confident, they share play and talk about experiences with peers, familiar adults and visitors. Children are generally well behaved and aware of their boundaries. Children are able to choose their own activity and are given time to expand their play using a good selection of resources.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children have access to a range of mark making activities. In the role play area, children use old diaries and filo faxes with pencils to practice their writing skills. There is a pen attached to the painting easel for children to write their names. Children are beginning to write and recognise their own names. They are able to sit quietly and concentrate on activities. Children are able to recognise letter sounds and associate them with words. For example 'd' for door and 'p' for painting.

### MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children are able to complete quite complex jigsaws and recognise how shapes fit. There are numbers displayed prominently in the room for children to use for reference. Children can count and recognise numerals up to 10. Children have a good understanding of positioning, and use appropriate mathematical language such as in front, behind, beside, under, next to. Children are skilled at creating and following patterns with various resources including coloured blocks and threading.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children have access to technological toys such as telephones, a computer and binoculars. Children are able to construct models using a selection of materials including building blocks and junk modelling. Children recognise seasonal changes and ask questions about why things change. They are developing an awareness of time and can distinguish between past and present events.

### PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children's physical skills are developing well. They have access to a wide range of resources to develop their eye- hand control with scissors and small tools. They competently manoeuvre bikes backwards and forwards, they climb and slid with confidence. More able children use the stilts and are very skilled at walking around in confined spaces. Their co-ordination skills using the strings on the stilts and remembering to lift the corresponding foot are very good.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children are able to express their imagination and creativity in art using a selection of resources including paints, chalk, pens and crayons. Their imaginative play is fostered well with a good selection of dressing up clothes and accessories such as hats. Children regularly use music and instruments in a creative way, they discover what instruments make what sounds, which are loud and which are quiet. Children are able to sing simple songs from memory and often choose their favourite songs.	

**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**

- Introduce appropriate written plans, assessments and records of children's progress towards the early learning goals, appropriate to their developmental age.
- Provide detailed information to the parents on the setting and work in partnership with them in gathering information about their children, and sharing information on their child's achievements and progress towards the early learning goals. Encourage the parents to be involved in their child's learning and provide them with advice and information on the Foundation Stage.

*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.*