



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 254305

DfES Number: 501270

### INSPECTION DETAILS

Inspection Date	25/01/2005
Inspector Name	Marianne Gascoyne

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Happy Faces Playgroup
Setting Address	Blenhein Park Primary School Lancaster Road, Sculthorpe Fakenham Norfolk NR21 7PX

### REGISTERED PROVIDER DETAILS

Name	The Committee of Happy Faces Playgroup
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### ORGANISATION DETAILS

Name	Happy Faces Playgroup
Address	Blenhein Park Primary School Lancaster Road, Sculthorpe Fakenham Norfolk NR21 7PX

## 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

Happy Faces Playgroup opened in 1996. It operates from a classroom in Blenheim Park Primary School in the village of Sculthorpe, Norfolk. It is managed by a voluntary management committee, made up of parents and members of the local community. A maximum of 26 children may attend the setting at any one time. It is open each weekday during school term times from 09:00 to 11:45. The children have access to a secure outside play area. They are also able to use the school hall and playground.

There are currently 32 children on roll. Of these, 15 children receive funding for nursery education. Children come from Sculthorpe and surrounding villages. A small number of children currently attending have special educational needs.

The playgroup employs five members of staff, four of whom hold appropriate childcare qualifications. Support is received from the Early Years Development and Childcare Partnership.

### How good is the Day Care?

Happy Faces Playgroup provides good quality care for children.

The qualified and experienced staff, together with the key worker system, ensures children are secure and at ease. Sufficient staff are available to make effective use of the indoor and outdoor environment. The very attractive welcome created in the classroom by displays and organisation of the equipment ensures children are confident and eager to attend. A wide range of high quality toys and equipment is available to maintain children's interest. Detailed policies are in place. These do not always realistically reflect practice in the setting.

Staff show a sound awareness of safety and security. They regularly assess risks to ensure children are able to play indoors and outdoors free from danger. The premises are clean and well maintained. Children are encouraged to practice good hygiene procedures and nutritious snacks are enjoyed. Staff work closely with

parents and other professionals to ensure any children with additional needs are fully included and helped to progress. Not all staff are aware of the action necessary to protect children and written procedures do not fully follow current guidelines.

Children are happy and well occupied by the range of activities provided by staff. The adults sit at the children's level and maintain their interest; sound relationships are in place. Children get on well together and support each other as they play and take turns to use equipment. They are well behaved responding to consistent boundaries and positive role models provided by staff. Quality resources and planned activities are helping ensure children develop a positive view of different cultures or people with disabilities.

Parents are well informed by regular newsletters and the well maintained notice board. They value the work of the staff team.

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

At the last inspection the setting was asked to devise a written complaints procedure which included the name and address of the regulator.

A procedure has been written including the address and telephone number of the Ofsted Regional Office. It is displayed on the parent's notice board.

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

- Children get on well together across the wide age range. They share equipment and play imaginatively together. Older children are able to identify the names of all the children and include younger children in their play. They show respect for each other, listening attentively at 'show and tell' time and are kind and caring.
- Children are very familiar with the routine of the day. They are well occupied during the free play period, willingly help tidy away the toys and gather together for group activities when requested.
- A very attractive environment is created by the organisation of equipment and well maintained display boards. Children enter the classroom confidently, are eager to attend and immediately settle to play.
- Toys and equipment are of high quality, suitable design and condition to meet the developmental needs of all the children attending. Children are able to sit and play or eat in comfort and are well occupied by the range available.

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

- the knowledge of child protection procedures by all the staff. The written policy, procedures; methods of record keeping and information given to parents regarding the playgroup's responsibility to report concerns.
- the policies and procedures to ensure they reflect practice in the setting.

**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.)**

There are no complaints to report.

**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
13	Develop the knowledge and understanding of child protection issues of all staff. Ensure the written policy, procedures, methods of record keeping and information given to parents follows current guidance.
14	Review the policies and procedures to ensure they reflect current practice in the setting and provide clear guidelines for staff and parents.

## 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 Happy Faces Playgroup is acceptable and of good quality. Children are making generally good progress towards the early learning goals in all areas of learning.

The quality of teaching is generally good. Staff have clear roles and responsibilities and work effectively together focusing on the support they give to children. They create an inviting environment in which children are confident, secure and well occupied. Children behave well in response to clear expectations. The grouping of children is not always fully effective in ensuring all the children's learning is extended by providing them with challenges. Staff do not encourage children to make independent decisions regarding their choice of activity at all times.

Staff have a clear understanding of the early learning goals and detailed plans ensure a balance of activities across the areas of learning. Children's assessments are used in planning focused activities which identify how provision will be made for children who learn at different rates. The value of learning to be gained from the continuous provision is not always fully recognised or exploited.

Leadership and management is generally good. The supervisor provides clear leadership for the well established staff team. The committee ensures the setting is financially viable and supports decisions and requests from staff. They are currently investigating ways to improve the outdoor environment. Staff are encouraged to access training to update their knowledge and meet together on a regular basis to plan. Support for the supervisor through annual appraisal is not regularly given. The link teacher's advice is sought in helping the group to monitor and evaluate the provision.

The partnership with parents is generally good. The brochure provides them with clear information regarding the Foundation Stage and they are encouraged to be involved in their children's learning at home to positive effect.

### What is being done well?

- Children concentrate and persevere for long periods at activities initiated by adults but chosen by children. Older children, in particular, are encouraged by the adults to complete the activity before moving on to another interest. Children play imaginatively together for an extended period in the Chinese Restaurant. They enjoy 'cooking' the rice and using a dustpan and brush to sweep up when it is spilt, persisting at this task.
- Staff plan together to offer an interesting range of focused activities in their short term planning and use the long term plan to ensure all areas of learning are covered over a period. The medium term plan shows the learning intentions for the half term period based on topics. Children enjoy taking part

in the many activities offered.

- Play in the sand tray with diggers and trucks helps develop children's imaginations. They create scenarios using their knowledge of the world about them as they clear 'snow' and transport 'rubbish' to the tip before burying it, talking through their ideas.

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

- the opportunities given to children to make independent decisions about the activities they wish to undertake by encouraging them to make choices from the well labelled and organised storage units; choosing to create with items available in the craft area and using books for a variety of purposes.
- the grouping of children, particularly to ensure older children are provided with challenges and their language and thinking skills are extended.

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

The setting has made generally good progress in implementing the action plan drawn up to address the three key issues identified at the last inspection.

Short and medium term plans now clearly show what children are intended to learn.

Children's awareness of letters and sounds is raised by the letter of the week which is displayed on an interest table and children are encouraged to contribute items from home for the table. Older children have alphabet scrapbooks to stick in pictures they have cut out and link the item to the letter. Ways of developing the awareness of younger children are not so well established.

Parents are encouraged to contribute to children's records through target books which identify individual learning objectives. They are encouraged to note activities children have undertaken at home to help in meeting objectives. Parents value this opportunity to be involved in their children's learning.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children have a positive approach to learning and show confidence as they arrive and concentrate at activities. Their self esteem is enhanced as other children listen to their contributions at 'show and tell'. Children share interests together and friendships are in place. They are caring, polite and well behaved. Independence skills are practiced as they prepare for outdoor play or pour drinks. Opportunities to make independent choices in self-selecting resources are limited.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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The rich print environment is helping children's understanding that print has meaning. Children's attention is not sufficiently drawn to displays. There are opportunities for children to write for a purpose in role play activities. Children listen, join in and predict when stories are read and handle books appropriately. The presentation of books does not encourage independent access. Children recognise their names on cards at snack-time and older/more able children write their names.

### MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children confidently count to five and above and recognise written numerals when playing computer games. They have many opportunities to learn about shape and pattern as they create designs from shapes and complete puzzles. There are some opportunities to calculate and they compare sizes when representing their families with small world figures. They learn about capacity as they play with water, filling and emptying cups. There is some use of mathematical language in play activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children have opportunities to explore and investigate when tasting Chinese food as part of the Chinese New Year celebrations. They are not encouraged to investigate the attractive displays on the topic. They gain a sense of time as they talk about the day, date, seasons and events in their family life. They use the computer mouse with skill. There are limited opportunities to find out how other things work in a practical way. They learn about nature when feeding the birds.

### PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Personal space is respected as children move around the room, use the outdoor environment and sit together for group activities. Children confidently use small tools to punch holes, cut, and screw together vehicles. They manipulate playdough to create the desired objects. They have regular opportunities to climb, control wheeled vehicles and catch and throw. Daily activities to develop physical skills are not planned. The everyday routine is developing their awareness of healthy living.

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Generally Good
An interesting variety of scenarios is planned and created in the role play area to encourage children to use their imagination. Play in the sand and with puppets also encourages them to make up stories. Children explore with paint and older/more able children draw representational pictures, talking through their ideas. They are not encouraged to self-select materials from the craft area. The grouping of children does not encourage them to experiment with sound when using musical instruments.	
<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**

- Provide children with greater encouragement to make independent decisions about the activities they wish to undertake.
- Give consideration to the grouping of children to ensure the needs of all the children are met and older/more able children are provided with challenges which extend their language and thinking skills.

*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.*