



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 154412

DfES Number: 585238

### INSPECTION DETAILS

Inspection Date	10/06/2003
Inspector Name	Annie Williams

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Playful Penguins Pre-School
Setting Address	Cliftonville Community & Training Centre St. Pauls Road Cliftonville Kent CT9 2DB

### REGISTERED PROVIDER DETAILS

Name	Mrs Marion Astley
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## 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

#### How good is the Day Care?

Playful Penguins Pre-school provides satisfactory care overall for children. Staff provide a clean, caring and welcoming environment for the children. Children arrive happy and settle quickly. The staff give high regard to security. The premises are secure and staff provide an effective system for managing access to the premises. A named staff member has been delegated responsibility for health and safety matters and there is a policy in place. However, procedures for identifying and dealing with hazards are not fully implemented. Staff are informed and aware of the importance of good hygiene practice in order to prevent the spread of infection. Children are encouraged to learn about personal hygiene through the daily routine. The pre-school has produced a detailed operational plan, however, staff are not familiar with all the policies and procedures.

Staff organise the space effectively and there is a good range of indoor toys to promote play opportunities for children. Staff provide a clear daily routine that the children understand well, however, children become restless during circle time. Staff display a good range of positive images and children have access to a range of resources that reflect positive images of culture and ethnicity. Children with special needs receive additional staff support to help them take part in every day activities and the special educational needs co-ordinator has a good understanding of the Code of Practice. Staff meet regularly to plan topics, however, staff lack understanding of the learning intentions of the planned activities often leaving children unsupported in their play.

The partnership with parents is satisfactory. Parents are happy with their child's care at the play group. Information is given to parents about the provision and it's procedures. They do not, however, receive regular information about their children's progress and procedures for obtaining parents permissions and signatures are not fully effective.

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

The last inspection was a transitional inspection with no actions, so this section is not applicable.

**What is being done well?**

- Staff provide a clean, warm, caring and welcoming environment for the children.(Standard 4)
- The staff give high regard to security. The premises are secure and staff provide an effective system for managing access to the premises. (Standard 6)
- Staff are informed and aware of the importance of good hygiene practice in order to prevent the spread of infection. Children are encouraged to learn about personal hygiene through the daily routine. (Standard 7)
- Staff organise the space effectively and there is a good range of indoor toys to promote play opportunities for children. (Standard 4 & 5)
- Staff provide a clear daily routine that the children understand well. Children arrive happily and settle quickly. (Standard 3)
- Staff display a good range of positive images and children have access to a range of resources that reflect positive images of culture and ethnicity. (Standard 9)
- Children with special needs receive additional staff support to help them take part in every day activities and the special educational needs co-ordinator has a good understanding of the Code of Practice. (Standard 10)

**What needs to be improved?**

- risk assessments; (Standard 6)
- circle time; (Standard 2)
- staffs knowledge and understanding of the policies and procedures; (Standard 2 & 14)
- the use of observations; (Standard 3)
- procedures to keep parents fully informed about the provision; (Standard 12)
- procedures for obtaining parent's permissions and signatures. (Standard 7 & 12)

**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	develop staffs knowledge and understanding of the operational plan.
2	re-organise circle time.
6	conduct a risk assessment on the premises identifying actions to be taken to minimize identified risks.
7	request written permission from all parents for seeking emergency medical advice or treatment.
7	develop a procedure to ensure that all accident records are signed by the parent.
12	provide opportunities for parents to receive regular information about the provision and their children's progress.

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

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

Playful Penguins pre-school provides a caring and safe environment for children. Overall children's progress towards the early learning goals is limited by some significant weaknesses in the provision.

The overall quality of teaching has significant weaknesses. Staff's lack of knowledge and understanding of the foundation stage results in children not receiving a balanced range of practical activities. Staff generally deploy themselves effectively however they are unfamiliar with the learning intention of the activities provided, resulting in missed opportunities to move children on to their next stage of learning. The special needs policy does not reflect the code of practice. The co-ordinator understands the code of practice for the identification and assessment of special educational needs and uses individual educational plans to support children's learning. They are not linked to the stepping stones. Support for children with English as an additional language is poor.

Leadership and management of the setting is poor. The management of the group is overseen by the committee. The supervisor is beginning to identify the strengths and weaknesses of the setting but poor planning of activities and organisation of the group has an adverse effect on children's learning. The staff are committed to the improvement of care and education for all children. They have not yet developed their role in evaluating and reviewing the effectiveness of the pre-schools practice.

The partnership with parents has significant weaknesses. Parents are able to join the management committee and are given written information about the setting. However they do not receive sufficient information about the educational programme and their children's progress towards the early learning goals.

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

- Staff provide children with daily opportunities to play outside;
- Staff organise the setting to allow children to move around freely and safely both inside and out doors;
- Staff ensure children have access to a worthwhile collection of books, many of which are in dual language;
- Staff provides a safe and secure environment in which children are valued and treated with respect.

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

- staff's knowledge and understanding of the stepping stones within the early learning goals for all six areas of learning;

- the use of assessment in order to identify what individual children need to learn next and to guide planning;
- the organisation of activities and staff deployment throughout the session;
- the balance between adult directed activities and those in which children can initiate their own learning;
- the leadership and management of the setting;
- the partnership with parents;
- the planning and assessment for children with special needs;
- support for children with English as an additional language.

<b>What has improved since the last inspection?</b>
Not applicable.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Significant Weaknesses
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There are significant weaknesses in children's progress within this area. Staff provide a secure friendly and caring environment. Children arrive happy and are confident to choose what they want to do from the range of activities provided, however, some activities do not provide sufficient challenge for more able children. Children are not developing enough independence in self care since they sometimes expect adults to care for them in ways suitable for much younger children.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Significant Weaknesses
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There are significant weaknesses in children's progress within this area of development. Children speak openly and confidently, they recognise their names as they arrive at pre-school, but more able children are not encouraged to recognise other familiar words. Limited activities are provided to help children develop skills necessary for handwriting. Insufficient attention is given to encourage children's awareness of letter sounds, develop language for thinking and negotiation skills.

### MATHEMATICAL DEVELOPMENT

Judgement:	Poor
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Children's progress in this area is poor. At circle time, children count together how many are present, but poor organisation results in them merely reciting numbers. Number rhymes and songs are enjoyed, children join in actions, counting on fingers as they do so. Much of the teaching is incidental and therefore staff miss opportunities to extend children's mathematical development through practical activities involving calculating, shape, space and measure.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Poor
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Children's progress within this area is poor. Staff provide insufficient opportunities for children to explore, investigate and identify features of the local and wider world. Children receive insufficient opportunity to investigate a variety of different materials and substances. Staff fail to provide sufficient opportunities for children to look closely at similarities, differences and change and little opportunity is provided for children to use information and communication technology.

### PHYSICAL DEVELOPMENT

Judgement:	Significant Weaknesses
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Children's progress within the programme for physical development has significant weaknesses. Children move around freely with increasing confidence. Children have daily opportunities to use small equipment and play outside, however, insufficient challenges are given by staff to those who are more confident, resulting in lack of motivation and on occasion conflict. Opportunities for children to handle tools and malleable materials are limited.

CREATIVE DEVELOPMENT	
Judgement:	Significant Weaknesses
<p>There are significant weaknesses within the programme for creative development. Children are provided with opportunities within role-play to express and communicate their ideas. Although a range of activities are provided, poor planning and organisation results in a lack of opportunity for children to use their imagination in art, design and music. Many activities are prescriptive, thus limiting opportunities for children to use the materials imaginatively and respond to their creativity.</p>	

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**



## **OUTCOME OF THE INSPECTION**

The provision is acceptable but has some significant areas for improvement. Children progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

## **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- develop staffs knowledge and understanding of the stepping stones within the early learning goals across the six areas of learning;
- improve the organisation of the setting;
- improve the use of assessment in order to i) identify children's next steps in learning and ii) use the information gained to inform the planning of activities;
- improve the support given to children with English as an additional language;
- develop the leadership and management of the setting in order to support staff with the care and education they provide to children;
- provide parents with information about the educational programme and their children's progress towards the early learning goals;
- link children's individual educational plans to the stepping stones.

*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.*