



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 133004

DfES Number: 516479

### INSPECTION DETAILS

Inspection Date	09/06/2003
Inspector Name	Barbara Walters

### SETTING DETAILS

Setting Name	Bathampton Play Group
Setting Address	Village Hall Bath BA2 4ET

### REGISTERED PROVIDER DETAILS

Name	Ms L Ruff
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### ORGANISATION DETAILS

Name	
Address	

## 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

Bathampton Play Group is an established pre school group held in the modern local church hall of Bathampton village, on the outskirts of Bath. They open for four mornings a week, not Thursdays, from 9.15 am to 12.00 pm. They have the use the main hall and the adjacent room with access to a kitchen, toilets and an enclosed outdoor area. The playgroup serves the local area. The group is registered for a maximum of 25 children under 5, with a maximum of 4 under 3 years of age. Both the leader and the deputy are qualified and the other staff member is working towards her childcare qualification.

### How good is the Day Care?

The Bathampton Play Group provides a satisfactory quality of care for children. The play group is organised so that all three staff members are present each day and the parent/helper allow for all staff to work directly with the children. The premises allow for both active and quiet play and the group have used available space creatively and effectively for children's play. There is a good variety of up to date toys and activities which provide a stimulating and interesting challenge for the children. Staff have a good awareness of the issues involved when considering children's health and safety and take positive steps to limit the spread of infection and when escorting the children around the premises, although their understanding of the Health and Safety policy and Child Protection issues is limited. Staff are sensitive to children's individual needs and make sure all children are included. The group have a well planned and thought out daily time table which includes a theme which children can easily relate to. Staff have a good relationship with the children and spend time talking and listening to them and encouraging their independence. On the whole, children respond well to the staff's guidance and praise, although this is not always consistent in approach. The group provide parents with information about the provision and the children's progress and offer a warm and welcoming environment for both parents and children.

### What has improved since the last inspection?

At the last inspection the group was asked to provide staff induction training which included Health and Safety and Child Protection policies and procedures. The group have devised an induction procedure for new staff members. The group was also asked to ensure that all children's records contain information which enables appropriate care to be given to children which has been completed.

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

The group provides a stimulating range and balance of activities so children are involved and enjoy their play. (Standard 3 and 5) Staff have a good relationship with the children, talk and listen to them and respond to their interests. All the children are included and are happy and confident. (Standard 3 and 10) The arrangements for the use of the parent/helper is organised so that staff are more able to work directly with the children. (Standard 2) The daily cleaning routines, including the play areas and toilets, so children are safe from the spread of infection. (Standard 7)

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

staff knowledge and understanding of the group's Health and Safety policy. (Standard 6) strategies for dealing with behaviour is appropriate and consistent in approach. (Standard 11) staff knowledge and understanding of Child Protection issues. (Standard 13)

#### **Outcome of the inspection**

Satisfactory

### **WHAT NEEDS TO BE DONE NEXT?**

#### **The Registered Person must take the following actions by the date shown**

Std	Action	Date
1	Ensure there are suitable arrangements in place to inform Ofsted of changes in committee members	10/07/2003

#### **The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
6	staff understanding of the health and safety policy and are able to put it into practice
11	strategies for dealing with behaviour is appropriate and consistent in approach
13	staff knowledge and understanding of Child Protection issues

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

### How effective is the nursery education?

Children are making generally good progress towards the early learning goals. They are excited, motivated to learn and absorbed in their play. They build friendships with other children. Children use language very well, enjoy stories and learn about the world around them. Physical play is planned for each session. Opportunities for children to link letter to sound and counting to numerals is not offered to all the children. Children do not have opportunities to learn about other cultures. The teaching of the children is generally good. Staff have good knowledge of the early learning goals and the needs and skills of each child to challenge them appropriately. Although children behave generally well, staff did not closely monitor behaviour to prevent recurrence. The supply and range of books in the book corner was insufficient. Some aspects of the curriculum are only presented to the preschool group in specific sessions. Leadership and management is generally good. The playleader ensures staff meetings are held. They recognise what they do well and review the effectiveness of activities for the children. They attend training events and bring back new ideas to use with the children. Evaluation systems have not identified that activities to link letter to sound and counting to numerals are not promoted to all the funded children or that the book corner was inadequately stocked. Partnership with parents is very good. Parents are provided with good quality information about the playgroup and its provision. Parents share information about the needs of their children, and have opportunities to go through the children's records with key workers. The parent rota allows parents to join in children's learning. Parents do not have free access to the children's progress records. Displays of children's work in the hallway do not show what children's learned from the activity.

### What is being done well?

Children are excited, motivated to learn and absorbed in their play. They build friendships with other children, and have trust in the adults. They enjoy helping in the routine of the playgroup. They have opportunities to be independent. Children enjoy stories in group time and alone. They listen attentively and remark on their experiences related to the story. Children have good access to physical play at every session, using the climbing frame for physical and imaginative play. They have a good sense of space and move safely around the play space with buggies and trikes. Children use tools well, showing good control of small pieces of equipment in threading, cutting out and drawing. Children use their imagination very well in their art and their role play, creating complex games in small groups. They use objects to support their play. Good information is provided for parents in the entrance hall including displays of the children's work.

### What needs to be improved?

the range and quantity of books for children for children to self select during the

playgroup session the routine activities to link letter to sound and counting to numerals for all children. activities for children to use number and mathematical ideas to solve problems, and develop an understanding of addition and subtraction. the curriculum to include other cultures, festivals, food, dress and way of life.

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

There were no key issues identified at the last inspection. Very good progress has been made in respect of both points for consideration. The list of equipment linked to the early learning goals is now included with the information about the setting. The group have provided storage units so children can self select some resources.

## SUMMARY OF JUDGEMENTS

<b>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</b>	
Judgement:	Very Good
Children's progress in personal, social and emotional development is very good. Children are excited, motivated to learn and absorbed in their play. They build friendships with other children, and have trust in the adults. Children are beginning to understand the needs of other children and to take turns and share. They enjoy helping in the routine of the playgroup. They have opportunities to be independent.	

<b>COMMUNICATION, LANGUAGE AND LITERACY</b>	
Judgement:	Generally Good
Children's progress in language and literacy is generally good. Children use language very well, talking to each other and adults about play, home and family. They enjoy stories, listen attentively and remark on their experiences related to the story. They enjoy songs and rhymes. They have opportunities to write their names and use writing for in role play. Some children can write their names clearly. Opportunities for children to link letter to sound are only offered to the older children.	

<b>MATHEMATICAL DEVELOPMENT</b>	
Judgement:	Generally Good
Children's progress in mathematical development is generally good. Children count well and understand size related to number. They identify shape and position with confidence and skill. They have opportunities to use games using shape. Children only have opportunities to link counting to numerals in the specific preschool group of children going to school the next year. There are no opportunities for children to use number to solve practical problems	

<b>KNOWLEDGE AND UNDERSTANDING OF THE WORLD</b>	
Judgement:	Generally Good
Children's progress in knowledge and understanding of the world is generally good. Children have lots of opportunities to learn about their community and the world around them. Visits are arranged to places of interest related to topic work. Children design and build with a variety of materials. They are developing a sense of time with photos and displays of work to remember past events. Children do not have opportunities to learn about other cultures, festivals, food, dress and way of life	

<b>PHYSICAL DEVELOPMENT</b>	
Judgement:	Very Good
Children's progress in physical development is very good. Children have access to physical play at every session, using the climbing frame for physical and imaginative play. They have a good sense of space and move safely around the play space with buggies and trikes. Children use tools well, showing good control of small pieces of equipment in threading, cutting out and drawing.	

<b>CREATIVE DEVELOPMENT</b>	
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Judgement:	Very Good
Children's progress in creative development is very good. Children explore colour and texture in their art and craft activities. They use materials to create 2D and 3D models. They enjoy music and songs, with opportunities to experience musical instruments. Children use their imagination very well in their art and their role play, creating complex games in small groups. They use objects to support their play.	
Children's spiritual, moral, social, and cultural development is fostered appropriately:	Y

<b>OUTCOME OF THE INSPECTION</b>
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.

<b>WHAT THE SETTING NEEDS TO DO NEXT</b>
improve the range and quantity of books for children for children to self select during the playgroup session extend the routine activities to link letter to sound and counting to numerals for all children. develop activities for children to use number and mathematical ideas to solve problems, and develop an understanding of addition and subtraction. develop the curriculum to include other cultures, festivals, food, dress and way of life.



## **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.*