



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 251395

DfES Number: 521812

### INSPECTION DETAILS

Inspection Date	21/05/2004
Inspector Name	Nicola Mary Eileen Matthews

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Acton Playgroup
Setting Address	Acton Primary School Lambert Drive, Acton Sudbury Suffolk CO10 0US

### REGISTERED PROVIDER DETAILS

Name	The Committee of Acton Playgroup 1027943
------	--

### ORGANISATION DETAILS

Name	Acton Playgroup
Address	Acton School Lambert Drive, Acton Sudbury Suffolk CO10 0US

## 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

Acton Playgroup opened in September 2000 at it's present location. It operates from one of the classrooms in Acton primary School, near the town of Sudbury. The playgroup serves the local area.

There are currently 37 children from two to seven years on roll, the five to seven-year-olds attend the breakfast club. This includes 17 funded three-year-olds and 13 funded four-year-olds. Children attend for a variety of sessions. The setting currently supports a number of children with special educational needs. There are no children attending who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 07:30 until 08:45 (breakfast club), 11:30 until 12:45 (lunch club) and 12:45 until 15:15 (playgroup).

There are three part-time and three full-time staff working with the children. Over half the staff have recognised early years qualifications to NVQ level 2 or 3. There is one member of staff currently working towards a recognised early years qualification. The setting receives support from a teacher from the Early Years Development and Childcare Partnership (EYDCP).

### How good is the Day Care?

Acton Playgroup is providing good care for children. The clear procedures and staff's knowledge of childcare ensures the smooth running of the group. The breakfast club provides good continuity of care for children attending Acton Primary School and enables parents to follow their patterns of employment. Children attending the lunch club are developing a good awareness of the routine they will follow when attending full-time education. The children are able to access, as they arrive, the plentiful play resources. The staff provide a warm and welcoming environment for both children and parents enabling the children to settle quickly. Most documentation is in place.

High priority is given to maintaining the safety and security of the premises to ensure

the children's safety at all times. Good hygiene practices are followed and children's dietary needs are well met. The staff know the children well and treat each child with equal concern. The welfare of the children is maintained.

An interesting variety of activities is provided for children to foster their curiosity and support their development. They enjoy each others company and know the agreed codes of behaviour, which they frequently remind each other of. Children's behaviour is good.

The partnership with parents is good. They are given clear, well written policies and procedures to ensure they know how their child will be cared for. The friendly staff talk to parents regularly informing them of their child's progress and changes to the setting.

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

At the last inspection the provider agreed to record the times of children's and staff's attendance in the register; obtain a copy of the Area Child Protection Committee's procedures and ensure the statement complies with this; provide an emergency evacuation procedure specific to the playgroup; ensure fresh drinking water is available and to regularly check and maintain the contents of the first aid box appropriately.

An accurate registration procedure is now carried out, which details the times of arrival and departure and the emergency evacuation procedure is now specific to the playgroup ensuring children's safety is well maintained. Children have access to fresh drinking water and the first aid box is well stocked, which contributes to a healthy environment for children. The booklet provided by Sure Start is on order and the child protection policy will be updated according to the recommendations included in this, which will enable staff to continue to ensure children's welfare.

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

- The safety of the children is well maintained. Thorough risk assessments are carried out regularly, checking all areas and the equipment. Hazards are identified and action taken promptly to minimise the risk to ensure children's safety at all times.
- The staff provide a warm and welcoming environment where children and parents feel valued and want to return another 'day'.
- The environment is easily accessible and child centred. The equipment and resources meet the individual child's play needs well, including the school age child attending the breakfast club. The lunch club prepares children for the noisy, hustle and bustle of a school lunchtime.
- The brochure for parents is very clearly written and well presented ensuring they have good knowledge of the provision before their child starts.

**What needs to be improved?**

- the child protection statement and the complaints procedure.

**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
12	Ensure the complaints procedure includes the address and telephone number of the regulator.
13	Ensure the child protection statement includes procedures to contact Ofsted in the event of allegations being made against a member of staff or volunteer.

## 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 Acton Playgroup is good. It enables children to make very good progress in physical development and generally good progress in all other areas of learning.

The quality of teaching is generally good. The staff use their knowledge of how children learn to plan effective strategies to ensure children are able to develop management of their own behaviours. The resources are used well to support children's physical development and time is spent to support the less able child to experience the activities provided. However, the staff's limited knowledge of the Foundation Stage curriculum effects the support given to the more able child and impedes their progress. The staff use good open ended questioning to help children demonstrate what they know and predict what might happen next.

The short term planning shows clearly how the basic provision will be used to provide a broad based curriculum. Focused activities are evaluated, however, these are few in number and they are not used to inform the children's assessment records. The assessment records do not show how the child is progressing as they are insufficiently updated.

The leadership and management is generally good. Clear and appropriate aims for children's education are reasonably understood by the staff. The staff and committee work collaboratively and share an enthusiasm for improving the children's learning environment. Staff receive guidance and relevant support from the EYDCP.

The partnership with parents is generally good. When their child starts parents receive essential information about the early learning goals in the brochure. A newly introduced combination of informal and formal methods is beginning to enable parents to share information about their children's achievements.

### What is being done well?

- Children are developing very good gross motor skills and hand to eye co-ordination. They manipulate the small resources with very good control and throw and catch balls with increasing accuracy.
- Children are learning effective ways to self regulate their behaviours enabling them to co-operate, share and take turns amicably.
- Children confidently have a go at recalling the story read to a large group. They communicate their ideas clearly and show delight when correct.
- Children observe plants as they grow, recording their height using simple graphs. They use drawings to record what they see, for example sunflowers, and talk confidently about what plants need to grow.

- Children use relevant language in their imaginative play, talking through the actions and explaining what is happening. They become engrossed in their play using small world figures.

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

- the support and challenge for the more able child to enable them to progress in their learning in number, handling books, writing in meaningful contexts, understanding the cultures and beliefs of others, using their own creativity with self-selected craft materials, dance and using words
- the staff 's knowledge of the Foundation Stage curriculum
- regular recording of children's achievements in their assessment records and the use of these to inform the short term planning
- the short term planning to include adaptation of activities and more detail for the adult role
- parents involvement in planning for their child's next step.

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

Since the last inspection generally good progress has been made. Parents are now able to contribute to their child's assessment records as a way of sharing with the staff what they know about their child. This was a key issue from the last inspection.

Children are now given opportunities to investigate and observe objects and materials and record some of their observations. The younger children are developing their questioning skills of why things happen and how things work, through staff being good role models. However, the more able child is not given sufficient challenge to progress in this area.

Children are given regular opportunities to use percussion type musical instruments and explore sound using their own home made shakers.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children are able to select from a good range of resources and work both independently and in a variety of group situations to develop good attitudes to learning. However, the more able child is not given sufficient support or challenge to persevere and concentrate in their chosen play. They feel secure, which shows in their effective relationships with each other and the adults. Children co-operate and play alongside each other well.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
------------	----------------

Children's spoken language is developing well. They confidently join in conversations in small and large groups and with unfamiliar adults. Children recall stories at group time and try to predict what might happen next. However, they rarely access books independently. Some children can write their names and most can recognise their name when looking for it on the table at snack-time. However, there are insufficient opportunities for children to write for a purpose.

### MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children confidently count to 10 and above, however the more able child is not encouraged to progress further. Children are developing the language for calculation and use these words in their play, however the more able child is not given opportunities to use simple calculation during meaningful contexts to solve problems. Children confidently recognise simple shapes and use these accurately in their construction play to represent houses and castles.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
------------	----------------

Children explore the use of everyday technology through experiencing tape recorders, electronic games and the computer where they confidently and accurately manipulate the mouse. They talk about their home life and use the correct language for past, present and future. However, they are not given many opportunities to experience other cultures and beliefs. Children observe living and man made materials recording their observations in a variety of ways.

### PHYSICAL DEVELOPMENT

Judgement:	Very Good
------------	-----------

Children are developing very good spatial awareness. Outside they run and confidently manoeuvre around the static equipment and each other. Children enjoy playing with balls and quoits and they accurately throw and catch these. They manipulate small objects with increasing control and use scissors safely. Children are developing good healthy hygiene practices through daily routines and are becoming aware of the effect activity has on the body.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
<p>Children explore colour using a variety of painting techniques. They are building up a good repertoire of songs, which they enjoy singing. Children enjoy rhythmically using their home made shakers to accompany songs and to explore the sounds these and other percussion type instruments make. Children play imaginatively with small world toys and create simple scenarios. However, more able children are not able to use their own creativity when using craft materials, in dance and with words.</p>	

**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 support and challenge for the more able child to enable them to persevere and concentrate in their chosen play and progress in their learning
- develop the assessment system so that observations of children's development are regularly recorded and used to inform the short term planning
- develop the staff's knowledge of the Foundation Stage curriculum.

*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.*