



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 101715

DfES Number: 512381

### INSPECTION DETAILS

Inspection Date	02/05/2003
Inspector Name	Carole Elizabeth Price

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Woodchester Playgroup
Setting Address	Woodchester Primary School Church Road, North Woodchester Stroud Gloucestershire GL5 5PD

### REGISTERED PROVIDER DETAILS

Name	The Committee of Woodchester Playgroup 292714
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### ORGANISATION DETAILS

Name	Woodchester Playgroup
Address	Woodchester Primary Church Road North Woodchester GL5 5PD

## 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

Woodchester Playgroup is set within the grounds of Woodchester school. They operate from their own building, which has an enclosed garden, and they have use of the school playground. The group is managed by a committee of parents and serves a wide rural area around Stroud.

The playgroup is open on weekdays from 9.00 a.m. to 11.45 a.m. during school terms. It is registered for a maximum of 24 children aged between two and five years. There are currently 41 children on roll. Seventeen three-year-olds and 23, four-year-olds are in receipt of funding. The group is not currently supporting any funded children with special educational needs or those with English as an additional language.

There are three staff, all of whom have attended relevant training in childcare and a further staff member who is available for emergency cover. Two rota parents support the group at each session.

The playgroup works closely with the primary school and receives regular support visits from the Parent and Toddlers Association (PATA) fieldworker.

### How good is the Day Care?

Woodchester playgroup provides satisfactory care overall for children aged two to five years.

The staff team is particularly strong and work extremely well together. They have a good understanding and knowledge of individual children in their care, and they use this knowledge when planning activities, talking to the children and managing their behaviour. This results in the children's individual needs being met effectively. Further training is expected to be undertaken.

The atmosphere within the group is warm, relaxed and friendly. Children and parents are greeted warmly by the staff. Although storage is a problem, the space available

to the group is effectively used, particularly when setting up indoor physical play. Documentation is well recorded and reviewed regularly.

The group have an effective and thorough system for ensuring the attendance of all children, staff and visitors is recorded. The activities are effectively risk assessed and actions taken swiftly to overcome hazards, however staff should be more active in promoting effective hygiene practices when doing cooking activities with the children. Staff demonstrate a good knowledge of child protection and special needs and regularly attend training organised by the Early Years and Childcare Partnership. The choice and variety of foods offered at snack time are limited.

There are a wide range and variety of activities available to the children at each session. These include several activities within each area of development, this gives the children more choice and scope for further development.

Partnership with parents is good on an informal level but there are no formal arrangements for sharing of information regarding the children's progress. The staff intend to establish more formal procedures. The enthusiasm of staff within the team is good and ensures that ideas and suggestions are carried out successfully.

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

At the last inspection, the provider agreed to conduct a risk assessment on the premises identifying actions to be taken to minimize identified risks, keep a written record, signed by parents of medicines given to children and ensure times of arrival and departure of children, staff and visitors are recorded. Risk assessments have been carried out, hazards identified and action taken. A thorough record of administration of medication to children, including parental signatures is now documented. The group have developed a very effective system to ensure all children, staff and visitors time of arrival and departure is now recorded. All of these issues have been appropriately addressed enabling the provider to have effective systems for ensuring the safety of the children while attending the group.

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

- Staff work well as a team and require minimum direction from the play leader. (Standard 2)
- Staff show great interest in what the children do and say, they know the children well and use this knowledge to ensure individual children's needs are being met. This knowledge is also used when managing children's behaviour, and every opportunity is taken to offer praise and encouragement to children and build on their self esteem. (Standards 3 and 9)
- There are a wide range and variety of interesting toys, activities and resources, suitably stored, from which the children can choose. These are available at each session. (Standard 5)
- Regular emergency evacuation drills are carried out ensuring all children have opportunity to practice and know what to do. Good, detailed records

kept of the outcomes.(Standard 6)

- There is an effective procedure for ensuring children and staff are safe within the premises, with clear records of who is on the premises at all times.(Standard 6)

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

- the qualifications of the staff to ensure that at least one staff member holds a level 3 qualification.(Standard 1)
- the choice and variety of snack offered to children.(Standard 8)
- the promotion of good hygiene practices when doing cooking activities.(Standard 7)
- information sharing of children's development with parents.(Standard 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 must take the following actions by the date shown**

Std	Action	Date
1	Develop an action plan, including timescales, detailing what action the group will take to ensure the person in charge has a Level 3 qualification.	31/05/2003

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

Std	Recommendation
8	review snacks offered to children to include more variety and choice of nutritious snacks.
12	look at ways to involve parents in a variety of information sharing sessions.

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

### How effective is the nursery education?

Woodchester Playgroup offers good quality provision, which helps the children to make generally good progress towards the early learning goals.

Personal, social and emotional, creative development and knowledge and understanding of the world are very good. Communication, language and literacy, mathematical development, and physical development are all generally good and have many strengths in each area.

The quality of teaching is generally good and staff have a clear understanding of the early learning goals and how children learn. They provide a good range of practical activities to support children's learning. There is a good balance between adult and child-initiated tasks. Staff use many open-ended questions to encourage the children to think for themselves and adapt activities to meet the needs of all the children. The organisation of time and resources is very good and within each session staff organise small group activities to support different ages of children. Staff use the regular assessments of children to inform the planning and keep a daily evaluation of activities. Opportunities for children to make and copy mathematical patterns are limited.

Staff offer a lively, happy environment and manage the children's behaviour very well.

The leadership and management of the group is generally good. It is well led and has a strong staff team who work closely with the school reception teacher and head teacher to monitor the educational provision. The group would benefit from greater input from the committee to assist in the settings ongoing development. The group are committed to continued improvement and staff are keen to attend on-going training to improve their knowledge and understanding to enable them to continue to offer good quality provision.

The partnership with parents is generally good and parents have good information about the setting. They are warmly welcomed to the setting and are encouraged to contribute to children's learning.

### What is being done well?

- Children are making very good progress in three areas of learning. They are confident, speak well in small and large groups and make good relationships with each other and the staff.
- There are many good opportunities for children to practise their reading skills throughout each session and they are starting to link sounds with letters.
- Children can add and subtract small numbers and many are able to count to

ten and beyond.

- Children explore through a range of media and materials and use all of their senses to investigate and explore new experiences. They enjoy acting out favourite stories from around the world.

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

- opportunities for making marks and developing early writing skills, and awareness of mathematical patterns, through play.
- opportunities to enable all children to use tools to develop their range of small motor skills, specifically left-handed children.

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

The group provide more detailed information for parents about the Foundation Stage and the early learning goals. These are outlined in the brochure about the playgroup and displayed on the parent's noticeboard. This enables parents to take a more active part in their children's progress and learning through the stepping stones. Daily planning sheets show how these areas of learning are used in daily activities.

The staff share the assessments they make about the children through twice yearly reports and through informal meetings.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress in personal, social and emotional development. They are confident and speak animatedly about the things they bring to show. Their self-esteem is very good and they show a good sense of humour with the staff. They are independent in their choice of activities and take responsibility for equipment at tidy-up time. Children demonstrate concern for others and are growing in their awareness of the immediate community. They are lively and very well-behaved.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are making generally good progress in communication language and literacy. They join in well with songs and rhymes and enjoy acting out favourite stories such as the spooky old tree. Children know that print carries meaning and can find their names on arrival and at snack times. Opportunities for children to practise their early writing skills are limited. They link sounds with letters throughout the session and staff reinforce this with good wall displays such as Chloe the Cow.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are making generally good progress in mathematical development. They have many good opportunities through practical activities to count to ten and beyond. They recognise written numbers to ten. Children compare numbers and add and subtract small numbers with confidence. Staff reinforce this work with songs, and games. Children do not have opportunities to copy or recreate mathematical patterns. They are learning about mathematical shapes through guessing games on the carpet.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are making very good progress in knowledge and understanding of the world. They explore with all their senses and use a variety of materials such as sand, ice, dough. They observe the changes in the world around them by looking at the seasons and weather. Children have a good sense of time which is supported by group routines and enjoy talking about their homes and families. They build with a variety of objects and select their own materials, tools and equipment.

**PHYSICAL DEVELOPMENT**

Judgement:	Generally Good
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Children are making generally good progress in physical development. They have many good opportunities to practise and develop their physical skills on a range of toys and equipment inside and outside. Children are growing in their knowledge of how to keep healthy and this is supported by a good programme of visits to the group. They use a range of tools with confidence such as glue sticks, spoons, bowls, spades. Opportunities for all children to develop their scissor control are limited.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children are making very good progress in creative development. They explore through a range of media, e.g. painting, cookery and imaginative play. Children enjoy a variety of music, make their own instruments and sing with the school headmaster and playgroup staff. They develop their imaginations well through role play, acting and dressing up. They enjoyed cooking melting moments for a birthday snack time.

**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 more opportunities, through play, for children to make marks and practise their early writing skills and mathematical pattern making;
- ensure all children have opportunities to develop their range of small motor skills, including those who mainly use their left hands;

*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.*