



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 507997

DfES Number: 518811

### INSPECTION DETAILS

Inspection Date	08/03/2004
Inspector Name	Abigail Langmead

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Central Playgroup
Setting Address	Central Community Centre Emlyn Square, Railway Village Swindon Wiltshire SN1 5BL

### REGISTERED PROVIDER DETAILS

Name	The Committee of Committee of Central Playgroup
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### ORGANISATION DETAILS

Name	Committee of Central Playgroup
Address	Central Area Community Centre Emlyn Square Swindon Wiltshire SN1 5BL

## 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

Central Playgroup opened in 1978.

It operates from one room, a kitchen and toilets at Central Community Centre. The pre-school serves the local area.

There are currently 27 children from 2 to 5 years on roll. This includes nine funded three-year-olds and eleven funded four-year-olds. Children attend for a variety of sessions. The group supports children who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 09:30 until 12:00.

Three part-time staff and two full-time staff work with the children. Two have early years qualifications. Three staff are currently on training programmes. The setting receives support from a teacher/mentor from the Early Years Development and Child Care Partnership.

### How good is the Day Care?

Central playgroup provides satisfactory care for children.

The group has clear systems in place for staff recruitment, vetting and induction. Staff greet children and parents on arrival and help children to settle well. The high ratio of staff to children enables children to be well supported. There is a wide range of safe and suitable equipment and children can access resources easily. This promotes children's choice and independence during play. Staff have an adequate understanding of the group's policies and procedures, and most are sufficiently maintained but lack detail in some areas. The temperature of the setting is not always sufficiently warm.

Staff promote most aspects of children's safety well whilst on the premises and on outings. Staff are generally well deployed during activities. Staff promote most areas of children's health and hygiene through hand washing routines, and an effective

sick children's policy. Children are able to access water independently throughout the session. They enjoy healthy snacks and staff accommodate the special dietary needs of children well. Staff have an adequate knowledge of equal opportunities and children have access to some resources that reflect culture, race, gender and disability.

Children have access to a wide range of activities and experiences that help to promote all areas of development. Staff and children have positive and warm relationships. Children are able to make decisions about their play and staff promote their independence well. The key worker system help children to feel secure and confident. Children generally behave well and staff encourage and praise the children appropriately.

Staff have developed effective systems for keeping parents well informed of their children's progress.

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

At the last inspection the group were asked to take action regarding the following:

Provide a plan to ensure that at least half of the staff hold a level two qualification, use observations of the children to plan their next steps for the children's play, learning and development, conduct and implement a risk assessment of the premises, obtain fire officer recommendations and certificates, produce a no smoking policy, maintain a record of accidents, signed by the parents, develop procedures to be followed in the event of suspected abuse in line with ACPC procedures, and update all existing policies and procedures.

The group have made satisfactory progress and addressed most areas. Three staff are currently working toward level two and three qualification, staff have recently introduced a new observation and recording system although it is not always used consistently, a risk assessment has been conducted and is reviewed regularly, fire documents have been obtained and advice sought, a no smoking policy is now in place, accidents are recorded confidentially and signed by parents, the group has a child protection policy although it lacks detail in some areas. All policies have been reviewed but some require further attention and the setting does not have a policy for uncollected children.

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

- Staff organise resources well resulting in children being able to select from a wide range of toys and equipment independently and make decisions about their play. Staff particularly promote children's independence well at snack time. Staff and children have positive relationships.
- Children have good access to water throughout the session through the provision of a water machine. Staff provide a balanced and nutritious snack menu and take good account of the dietary needs of children.
- Staff promote children's health and hygiene through good hand washing

procedures. Staff prevent the spread of infection well due to a good understanding of the sick children's policy.

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

- documentation regarding a policy for uncollected children, the registration system, medication and the complaints procedure
- the risk assessment of the use of large indoor equipment
- the observation and record keeping system
- the temperature of the room
- staff knowledge of equal opportunities and the range of resources available
- staff knowledge of child protection and statement of arrangement to protect children
- the recording of incidents.

#### **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
14	Devise a procedure of arrangements to be followed in the event of a child being uncollected.	14/04/2004

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

Std	Recommendation
4	Ensure that the room is maintained at a suitable temperature.
6	Ensure plans effectively risk assess the use of large indoor equipment.
13	Develop staff knowledge of child protection issues and update the policy

	to include procedures to be followed if an allegation is made against a member of staff or volunteer.
14	Keep a signed record of medication administered to children and obtain written permission from parents to seek emergency medical treatment.
14	Ensure the times of arrival and departure for staff and visitors are recorded.

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

### How effective is the nursery education?

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals.

Staff have a good knowledge and understanding of the early learning goals. Long term and short term plans ensure most areas of the six areas of learning are given adequate attention by staff. However they are not always suitably adapted for older children and children with English as an additional language. Not all staff use the system of assessment consistently. Staff are generally well deployed and provide good role models for the children. They question children well during their play. Staff provide a stimulating environment that helps children to be self-sufficient and independent.

The leadership and management of the setting is generally good. The chair of committee and supervisor work well together and are dedicated and committed to improvement. Staff development is well managed and there is effective team working. The group have implemented various changes since the last inspection and most have been evaluated.

The partnership with parents and carers is generally good. Parents are provided with good quality information about the setting and there are both formal and informal systems to keep parents well informed of their children's progress and to share what they know about their child. There are some opportunities for parents to be involved in their child's learning and be kept informed of the specific learning aims of activities.

### What is being done well?

- Staff provide an environment that is excellent in helping children to be self-sufficient and develop independence. Staff encourage children to manage their own personal hygiene and self-care.
- Children express their imagination very well using a wide range of media and materials.
- Children have good counting and number recognition due to regular planned opportunities provided by staff for children to practise these skills.

### What needs to be improved?

- staff observation and assessment of the children; with particular reference to children with English as an additional language;
- planned activities for children to practise their problem solving and calculation skills

- children's understanding and use of technology;
- children's knowledge of a wide range of cultures and beliefs.

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

At the last inspection the group were asked to take action regarding the following:

Review the weekly and daily plans to ensure that they give sufficient priority to mathematics. As part of this review look at ways of deploying staff more effectively to provide opportunities for them to support the children's learning in activities which are intended to promote mathematics.

The group have made generally good progress since their last inspection. They ensure that children have regular and planned opportunities to develop counting and number recognition skills and understanding of space, shape and measurement. This is extended through planned and everyday activities. Staff are deployed well to support the children develop their counting and number skills. Although there are some opportunities for children to develop their calculation and problem solving skills these are not extensive.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children show enthusiasm to learn and confidently express themselves. They have positive relationships with each other and staff. They initiate play well, selecting from a wide range of resources to explore. They demonstrate a high degree of independence within the environment. Children sometimes become distracted during large group activities and younger children at times lack sufficient support to manage their own behaviour.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children enjoy listening to favourite stories e.g. The Runaway Train on the day of the inspection. They speak confidently and are keen to extend their vocabulary. They link sounds and letters well and are able to identify their own names. They enjoy looking at books and handle them with care. Some older children are able to write their own name. Children have some opportunities to use writing to record and communicate but this is not extensive.

### MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children have good counting skills, counting to 10 and many well beyond this. They can sequence numbers and identify numbers in their environment. Children can identify different shapes and distinguish small and large sized objects. They can use numbers to weigh and measure e.g. through cooking activities. Children have limited opportunities to develop problem solving and calculation skills.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children are able to explore and investigate a wide range of natural and man made materials. They have good designing and making skills and freely select from a wide range of resources. They have a good sense of time and are developing an awareness of significant features of their environment. Although there are some opportunities for children to develop their ICT skills and understanding of a wide range of cultures and beliefs, these are not extensive.

### PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children have good hopping, catching and balancing skills. They enjoy using their bodies during action songs and to move to different sounds and rhythms. Children are able to use small tools and equipment with increasing control. There are limited opportunities to learn about health and body awareness. Children's ability to negotiate space when using equipment or when moving around is limited by space constraints and the organisation of some resources.



<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Very Good
Children have a good recognition of colour and express their imagination through music, role play, construction, art, and movement. They enjoy singing songs e.g. the going home song and explore the sounds different musical instruments make. They introduce story lines into their play and use their senses to explore texture and taste. They are given opportunities to create both 2D and 3D shapes and self-select the resources they wish to use.	
<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**

- Develop the system of observation and assessment and planning to more effectively monitor children's progress towards the early learning goals; with particular reference to children with English as an additional language.
- Provide regular opportunities for children to practise their calculation and problem solving skills.
- Extend opportunities for children to develop their ICT 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.*