



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 127766

DfES Number: 520166

### INSPECTION DETAILS

Inspection Date 15/07/2004  
Inspector Name Malini Parmar

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Westbere Playgroup  
Setting Address Westbere Parish Hall  
Church Lane, Westbere  
Canterbury  
Kent  
CT2 0HA

### REGISTERED PROVIDER DETAILS

Name The Committee of Westbere Playgroup Committee 1047079

### ORGANISATION DETAILS

Name Westbere Playgroup Committee  
Address Village Hall, Church Lane  
Westbere  
Canterbury  
Kent  
CT2 0HA

## 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

The Westbere Playgroup opened in 1975. It operates from the village Parish Hall in Westbere, Near Canterbury. It is managed by a committee of parents working in partnership with staff. The group has access to main hall, toilets, a kitchen and an outside area.

The playgroup serves the local area and surrounding towns.

There are currently 16 children on roll. This includes 12 funded three and four-year-old children. Children attend a variety of sessions each week. The group provide support for children with special needs and children whom speak English as an additional language.

The group opens 5 days a week, term time only. Sessions last from 09:30 to 13:00.

3 staff work with the children, 2 of whom hold an early years qualifications and all attend short courses. The group receives support from a Pre-school Learning Alliance development worker and a teacher from the Early Years Partnership.

### How good is the Day Care?

Westbere Playgroup provides satisfactory care for children.

Staff provide a warm and welcoming environment in which the children are happy and settled. Children benefit from the key worker system to promote secure relationships. Space is utilised effectively; during free play times children are able to use both indoor and outdoor environments. Children have access to a balanced range of toys and resources; they select these freely in all areas with ease and confidence. Majority of the necessary documentation is in place and the group are working towards ensuring the rest. Much of the documentation lacks the necessary detail.

Attention to safety is inadequate. There are sufficient staff qualified in first aid and hygiene is promoted effectively through the routine. Staff share responsibility for

providing a range of activities for the children. However, the group currently use the Curriculum Guidance for the Foundation Stage, to plan for children under three years, as well as those over three. Staff praise and encourage children to increase their confidence and raise their self-esteem. However, behaviour management techniques are not consistently applied and children frequently repeat unwanted behaviour. Staff are insecure in their knowledge of issues surrounding child protection, particularly in the event of an allegation being made against them.

Partnership with parents is satisfactory. Parents have access to useful information and are frequently updated via newsletters. They have access to records at all times and staff are available to exchange pertinent information. However, committee members receive insufficient information about their roles and responsibilities, this results in limited participation by them.

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

At the last inspection the group agreed to:

Keep a written record of medicines, ensure a risk assessment policy is in place, make available a updated statement about special needs, devise a complaint procedure and make this available to parents and ensure children have access to polices and procedures.

The group now have a record of medicines in place, there is a special needs policy in place and parents have access to all the policies including the complaints procedure. The group are still working towards ensuring effective risk assessments are in place.

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

- Children have access to both indoor and outdoor environemt. Children have access to a balanced range of resources which they access freely.
- Staff provide a warm, caring and welcoming environment in which the children are happy and settled.
- Children enjoy looking at books, they visit the book corner regualry and look at books well.

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

- safety- ensure potential risks are identified and reduced, access to the provision is monitored, fire safety, checks to electrical equipment
- documentation - to ensure all mandatory records are in place and all documentation contains necessary detail
- child protection - policy to include procedures to be followed in the event that allegations are made against staff
- information provided to committee and volunteers

- behaviour management-

### 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
6	Make sure that premises are secure and access to the provision is monitored at all times.	03/09/2004
11	Develop staff's awareness and understanding of effective ways to manage children's behaviour, taking into account their age and stage of development.	10/09/2004
13	Develop staff knowledge and understanding of issues surrounding child protection particularly in the event that an allegation is made against a member of staff.	10/09/2004

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

Std	Recommendation
2	Ensure attendance is accurately recorded according to arrival and departure times.
3	Devise a system for planning and implementing a suitable range of activities for children between 2-3 years, which is appropriate for their stage of development and based on their individual needs.
6	Conduct a risk assessment on the premises identifying actions to be taken to minimize identified risks including regular checks on electrical appliances.
6	Ensure fire drills are carried out periodically and take into account the patterns of attendance of children and staff and fire detection equipment is accessible in all areas of the building.

12	Ensure volunteers and committee members are given full information and guidance on their roles and responsibilities.
14	Ensure all policies and procedures contain sufficient detail and staff are secure in their knowledge of them.

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

### How effective is the nursery education?

Westbere Playgroup provides a caring and welcoming environment for the children. The educational provision is acceptable but has some significant areas for improvement.

The overall quality of teaching has significant weaknesses. Staff offer some worthwhile opportunities and provide effective support during individual conversations with children. Staff enable children to freely access activities from both the indoor and outdoor environments. However, their lack of secure knowledge and understanding of the foundation stage does not ensure children's progress along stepping-stones towards the early learning goals. Staff do not consistently deploy themselves effectively to support and extend children's thinking and development. Their lack of involvement often results in children abandoning activities prematurely. There is a long-term plan in place and staff plan activities around a theme, however a lack of sufficient organisation and coordination between them leads to inconsistencies in the opportunities provided and implementation of the educational programme is not fully effective. The system for planning is developing, staff use observations to identify children's next steps but these are not clearly used to inform future plans. Staff do not provide clear explanations to children and consequently spend too long managing unwanted behaviour. The Special Educational Needs Co-ordinator uses individual educational plans to support children with their learning.

Leadership and management has significant weaknesses. Staff attend regular training. However, methods used to monitor and evaluate the effectiveness of the setting and that of the educational programme are limited.

Partnership with parents has significant weaknesses. They receive basic information and are updated via newsletters. Parents can access records at anytime but there are no systems in place to encourage this.

### What is being done well?

- Staff provide a caring and welcoming environment for the children and provide some worthwhile opportunities.
- Staff encourage children to freely access both indoor and outdoor areas during the session. Children select freely from both environments.
- Staff interact positively with children on an individual basis and provide effective support during individual conversations with children.

### What needs to be improved?

- staff's knowledge and understanding of the foundation stage, to plan and provide a coordinated programme of daily opportunities and offer children clear explanations of opportunities available.
- the use of assessment in order to identify what children need to learn next and to inform planning
- the organisation, staff deployment and involvement in children's play, to consistently support children's needs and manage behaviour
- the leadership and management of the setting; to have effective systems in place to regularly monitor and evaluate the effectiveness of the setting and that of the educational programme
- opportunities for children to increase their independence through the routine.

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

At the last inspection the group agreed to:

Provide art activities, which allow children to express themselves creatively, with time allowed for exploration and experimentation.

Develop chances for the children to use writing for different purposes.

The group have made limited progress in addressing these two issues. Although art activities are available at every session and children have time to explore them, these opportunities are insufficiently exploited.

Writing materials are available within the role-play area, to encourage writing for different purposes. However, children lack effective direction when participating in this area and thus children have limited chances to develop these skills.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Significant Weaknesses

Children arrive happily and settle quickly in a warm environment. Positive relationships are established as children learn to share resources and take turns. Whilst receiving individual support and encouragement children are able to concentrate and persevere in chosen activities for example, completing puzzles. A lack of clear direction results in unwanted behaviour. Children receive limited opportunities to develop their independence.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Poor

Children speak clearly and confidently as they engage both adults and their friends in conversation. They enjoy looking at books and use them well. Children eagerly listen to stories with individual support. Children have limited opportunities to identify their names. Mark making opportunities are available however these are insufficiently exploited. Opportunities for children to link sounds and letters through planned practical activities are limited.

### MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children receive firm individual support to count and sequence during some activities for example, building towers. Children benefit from the use of some mathematical language to describe shape and size. Children clearly enjoy using sand, however such resources are insufficiently exploited to enhance an awareness of space and measure. A lack of effective organisation and structure results in inconsistent opportunities throughout the routine to support learning in this area.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Significant Weaknesses

Children enjoy using the computer and control the mouse well. Children receive some opportunities to explore and investigate materials using their senses and delight in exploring insects in the garden. However, they receive insufficient opportunities to gather information, for example; by using visual reference materials, pictures, photographs, by talking to visitors and making visits. Children receive inconsistent opportunities to develop a sense of time.

### PHYSICAL DEVELOPMENT

Judgement: Significant Weaknesses

Opportunities for children to develop their small manipulative skills take place as part of the daily session. Children demonstrate dexterity for example when using scissors. However, lack of planning of the daily physical play, results in children colliding and restrictions made to their gross motor development. Children receive insufficient opportunities to raise their health and bodily awareness.



**CREATIVE DEVELOPMENT**

Judgement:	Significant Weaknesses
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Children clearly enjoy painting. They have daily opportunities to explore a range of materials, textures and colours; these are not sufficiently extended to encourage full participation. Opportunities for children to communicate their thoughts ideas and feelings through role-play are available. However, these are limited by a lack of appropriate support and direction. Children receive daily opportunities for song but opportunities to explore musical instruments or movement are inconsistent.

**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's 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**

- improve staff's knowledge and understanding of the foundation stage, to plan and provide a coordinated programme of daily opportunities
- ensure the use of assessment in order to identify what children need to learn next and to use these to inform future plans
- improve the organisation by ensuring that staff are consistently involved in children's play providing clear explanations of opportunities available and guidance to effectively manage behaviour, in order to consistently support children's needs.
- ensure effective systems are in place to regularly monitor and evaluate the effectiveness of the setting and that of the educational programme
- provide children with more opportunities to increase their independence through the routine.

*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.*