



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 251519

DfES Number: 518712

### INSPECTION DETAILS

Inspection Date	23/02/2004
Inspector Name	Susan Christine McGuire

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Hollesley Playgroup
Setting Address	Youth Club & Community Centre School Lane Hollesley Woodbridge Suffolk IP12 3RE

### REGISTERED PROVIDER DETAILS

Name	The Committee of Hollesley Playgroup 1021013
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### ORGANISATION DETAILS

Name	Hollesley Playgroup
Address	Youth Club & Community Centre School Lane, Hollesley Woodbridge Suffolk IP12 3RE

## 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

Hollesley Playgroup opened in 1984. It operates from a mobile building in the grounds of Hollesley Primary School. The playgroup serves Hollesley and surrounding villages.

There are currently 21 children from 2 to 5 years on roll. This includes 11 funded 3 year olds and 10 funded 4 year olds. Children attend for a variety of sessions. The setting has experience of supporting children with special needs.

The group opens four days a week (not Thursdays) during school term times. Sessions are from 08.45 until 11.15.

Three part-time staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. The setting receives support from a teacher/mentor from the Early Years Development and Child Care partnership (EYDCP).

### How good is the Day Care?

Hollesley Playgroup provides good care for children.

Training is given a high importance and staff are continually updating their skills by taking relevant courses. They make good use of the space available to create a welcoming environment for both children and their carers, and they provide a good range of resources to support the activities provided. Some good paperwork and policies support the day-to-day running of the group.

Staff have a generally good awareness of safety issues and some procedures are in place to ensure that children can play safely both indoors and outdoors. High door-handles prevent children leaving the premises unescorted, but do not prevent the entry of unwanted visitors which leaves both staff and children vulnerable. Children are encouraged to develop good practice in managing their personal hygiene, and are escorted to the toilet-area which is in a separate building. Snacks

are healthy and nutritious and children serve themselves and make choices about what they have.

Staff provide a good balance of free-choice and adult-led activities, both indoors and outdoors, which supports the children's play and learning and fosters their independence. Children have good relationships with the staff and each other and behaviour is managed well. There are good resources and activities to enable children to learn about equality through play, and staff make sure that the needs of all children are met within the session.

Partnership with parents is good. They are given good information about the group when they join and a friendly, welcoming leaflet about the role of parents as volunteers. Daily informal discussions and twice-yearly open days keep them informed about their child's progress.

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

At the last inspection the setting agreed to conduct a risk assessment of the premises, identifying actions to be taken to minimise identified risks. A system of risk assessment has been put in place which is regularly updated, thus improving the safety of the play space for the children, although access to the premises was not included in this. They also agreed to improve documentation by obtaining written permission from parents for the seeking of emergency medical treatment for their child, by preparing a policy about procedures for illness of children in the setting, and by providing a written complaints procedure detailing the role of Ofsted in the process. All these improvements have been carried out well, and the new policies have been made available to parents. Certain policies still need some amendment in order to fully meet the requirements of the National Standards however.

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

- An excellent variety of activities are provided both indoors and outdoors. These support the children's play and learning well, and take their individual needs into account.
- Staff are very skilled in remaining 'room aware' when working with small groups of children. They are vigilant about ensuring that all children are happy and included.
- Children are learning about equality by being given many positive experiences of other cultures through the celebration of festivals, and by visitors going into the setting to share aspects of their language and culture.
- Behaviour management is very good. Staff have a consistent approach to these issues and give children clear boundaries. Good behaviour is valued and rewarded.

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

- access to the premises, so that staff can monitor and control entry by visitors
- documentation, so that a procedure to be followed in the event of an allegation against a member of staff is included in the child protection statement, and that all incorrect references to Social Services having a role in the registration of the group are removed.

### 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
6	Implement an effective system for managing access to the premises.
14	Improve documentation by including in the Child Protection statement, a procedure to be followed in the event of an allegation against a member of staff, and by removing incorrect references to the role Social Services in the registration of the setting.

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

The quality of teaching is generally good. Staff foster good relationships with the children and create a relaxed atmosphere in which children are confident to try activities. Staff's interaction with children is effective and unplanned opportunities to extend learning are generally well-recognised and used. Behaviour is managed well. The key-working system is used and staff understand the capabilities of the children in their groups well. Staff have good a knowledge of the Foundation Stage and planning effectively covers the early learning goals, there is no formal, written link between assessment and planning the next steps of learning.

The leadership and management of the setting is good. The staff work well together and carry out their roles within sessions well. They have weekly meetings at which all are involved in the planning. The staff have built, and maintain, a good liaison with the primary school. The management-committee deal with finance and administrative tasks, having confidence in the staff to take care of the day-to-day content of sessions. They know the staff well, and feel there is no need for formal appraisals.

Parents have a high regard for the setting. They are given opportunities to share what they know about their child and take part in their learning through invitations to support topic-work. Good information about the day-to-day running of the setting is provided on the notice-board and in newsletters and parents are given a welcoming, well-written leaflet about their role as volunteers in sessions. Daily, informal discussions and attendance at open days keep parents informed about their child's progress, but they are given very limited information about the Foundation Stage or the early learning goals.

### What is being done well?

- Children's personal, social and emotional development is excellent. They are confident and eager to learn, and are learning to take care of themselves and consider each other.
- Opportunities are given for children to use language for communication and to express thoughts and feelings.
- Children are developing an understanding of, and respect for, their own culture and that of people in the wider community.
- Relationships within the setting are very good. Staff work well as a team and have good relationships with parents and management, which provides a very good role-model for the children.

<b>What needs to be improved?</b>
<ul style="list-style-type: none"><li>● the link between assessment and planning the next steps of learning for individual children</li><li>● written information for parents, to include an explanation of the Foundation Stage and the early learning goals and the six areas of learning.</li></ul>



<b>What has improved since the last inspection?</b>
<p>Very good progress has been made in implementing the action plan drawn up to address the key issues identified at the last inspection.</p> <p>The policy for children with special educational needs has been amended, following guidelines in the Code of Practice. This has been made available to parents.</p> <p>Planned activities show that children are given opportunities to develop skills in climbing, balancing and recreating mathematical patterns.</p> <p>Whilst waiting for an accessible training course on the Foundation Stage, staff have taken advice from the EYDCP to improve practice in effective planning.</p>

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children run happily into the setting, being confident to leave their carers and engage with adults in the group. They are learning right from wrong, to share, and to consider the feelings of others. Children are confident to express their emotions. Good behaviour is encouraged and valued e.g. helper of the day system. Independence skills are being developed by encouraging children to self-care, select resources and have responsibility for looking after their belongings and tidying away.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children speak well in group situations and are learning to listen to each other. Staff take opportunities to introduce new vocabulary e.g. cauldron in a story. Most children recognise and write their names, and some are beginning to attempt other simple words. Labelling and instructions in the room show children that print carries meaning and they write freely in role-play. Children handle books carefully and ask adults to read stories. They are also learning that books carry information.

### MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children count confidently to 10 and beyond, and can match, sort and recreate simple patterns, and name shapes and colours. Staff provide planned and unplanned opportunities to explore weight, comparison and to predict what fits in where e.g. with sand-tray containers. More able children can recognise numerals displayed in the room. There are insufficient opportunities, however, for children to problem-solve or explore the concept of more and less in everyday situations.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children have a very good sense of time and place through daily activities e.g. weather chart and growing seeds, and by planned topics which use the local community and the people who work in it. Knowledge of the wider world is gained from visitors who share aspects of their culture and looking at maps. Children are keen to investigate and are provided with tools to facilitate this e.g. magnifying-glasses and magnets. I.T. and design skills are being developed through planned activities.

### **PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Staff provide a wide variety of indoor and outdoor activities which develop children's skills in balancing, climbing, steering, pedalling and hand-eye co-ordination. Planned activities are developing a sense of space e.g. musical chairs and health and bodily awareness form part of topic-work. Children are using a range of tools with increasing confidence and control e.g. pencils, scissors and woodworking tools. Children are manipulating dough and train-tracks and can thread, and dress dolls.

### **CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children are regularly exploring a range of media and materials e.g. gloop and textured dough. They enjoy singing and have a repertoire of remembered songs. Musical instruments are used regularly to explore sound and rhythm. Children's imagination is being well-developed through role-play and good resources are provided for this. Their creative development is being limited, however, by craft activities which are very adult-led, allowing children little choice about the end result.

**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**

- Points for consideration
- develop an effective system for linking assessment to planning the next steps of learning for individual children
- improve the information available to parents about the Foundation Stage, the early learning goals and the six areas of learning.

*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.*