



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 251587

DfES Number: 521058

### INSPECTION DETAILS

Inspection Date 25/11/2003  
Inspector Name Chris Gregson

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Orford Shrimps Playgroup  
Setting Address Orford CEVAP School  
School Lane Orford  
Woodbridge  
Suffolk  
IP12 2LU

### REGISTERED PROVIDER DETAILS

Name The Committee of Orford Shrimps Playgroup 1030805

### ORGANISATION DETAILS

Name Orford Shrimps Playgroup  
Address C/O Orford CEUAP School  
Orford  
Woodbridge  
Suffolk  
IP12 2LU

## 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

Orford Shrimps Playgroup opened in 1979. It operates from two rooms in an annexe at the County Primary School at Orford. The playgroup serves the local and surrounding area.

There are currently twenty-one children from two to five years on roll. This includes ten funded three year olds and seven funded four year olds. Children attend for a variety of sessions. The setting supports a number of children with special needs and/or who speak English as an additional language.

The playgroup opens five days a week during school term times. Sessions are from 08:45 until 11:45.

Four part time staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3 or are working towards these. The setting receives support from a teacher from the Early Years Development and Childcare Partnership (EYDCP).

### How good is the Day Care?

Orford Shrimps Playgroup provides good quality care for all children. Policies are in place to ensure the children are safe and protected. Staff work very well together as an effective team and are currently up-dating their training. Children are provided with a bright environment where they have a good range of interesting resources and they can learn through play.

Staff have a good understanding of health and safety procedures and ensure the children are safe inside and outdoors. Paperwork is in place to ensure staff know about a child's diet, allergies or specific needs. Staff know how to deal with an accident and comfort a child who becomes ill during the session. Children are encouraged to use good hygiene. Healthy snacks are provided.

Staff provide excellent care for the children and ensure they are happy and ready to

learn. There are very attractive posters, informative displays and a very good range of well-resourced, developmentally appropriate activities that children can freely chose from during the first part of the session. However, there are some times when all the children are not fully engaged in purposeful play. Children are allowed time to play and learn independently and time when play is supported and directed by staff. They listen to the children and ask questions to make them think allowing them time to answer. Children are well behaved, as staff are very supportive to all the children. Staff observe and record children's progress and provide extra help for children with a specific need.

Partnership with parents is very good. Staff are very friendly and give a warm welcome to children and their families. This allows the children to settle and feel secure. Parents help on a rota system and are informed of how the group runs through the policies, a prospectus and newsletters. Staff arrange outings with parents and children so that everyone can meet together.

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

N/A

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

- Children play with a wide range of resources that stimulate their imagination, encourage their creativity and involve children in purposeful play.
- Children can play safely inside and outside as staff plan interesting activities in all areas.
- Children see and access very good positive images in posters, toys, games and books so that they can understand and respect people from different backgrounds and with varying needs.
- Staff are friendly and open and have very good relationships with parents so that children feel secure within the playgroup.

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

- organisation of change over times, to ensure that children are purposefully engaged.

#### **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
2	Ensure that children, especially the more able, are organised so that they are engaged in purposeful play through all the session.

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

### How effective is the nursery education?

The provision of nursery education at Orford Shrimps Playgroup is of high quality. It enables children to make very good progress towards the early learning goals in all areas of learning.

The quality of teaching is very good. Staff plan a wide range of activities and experiences, inside and outdoors, to help children make good progress towards the early learning goals and they know what and how children learn. Resources are of good quality and well organised to increase children's independence. Staff are skilled at developing children's language. They ask questions to make them think and encourage them to find things out and talk about what they are doing. Group activities for funded children are presented in an enthusiastically and lively way. Staff provide excellent support for children's own ideas by providing materials to enable them to be very creative. Staff observe and record children's progress and are developing and improving the planning and assessment system to further link it to the stepping stones and the early learning goals.

Leadership and management are very good. The play leader has been particularly effective in developing a committed staff team. She acts on advice and can identify the strengths of the playgroup and is committed to their continual improvement and staff development. She monitors and assesses practice.

The partnership with parents is very good. Staff value information that parents provide when a child starts so that they can build on what the child knows. A library system, run by parents, provides a link between home and the playgroup. Parents are kept well informed of their child's progress through informal chats and record books that are sent home termly.

### What is being done well?

- Children are becoming very good writers as staff provide an excellent range of props to support the children's imaginative play in the home corner, writing area and during outdoor play.
- Children learn the sounds of letters through the letter-of-the-week and the letter basket with the items brought from home.
- Partnership with parents is very good and staff encourage parents to be part of the group through the child's initial profile, the library system and being involved in a rota system. This enables staff to build on what the child knows and continues to develop the link between home and playgroup.
- Children are prepared for their move to school by the good links that have been developed with the primary school teachers.
- Staff provide support for children with a specific need. They work with parents

and other professionals to provide for individual needs and to ensure children learn in the early years.

**What needs to be improved?**

- planning, to show more evidence of use of the computer, use of junk modelling, use of space and opportunities to hear music.

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

The playgroup has made very good progress in implementing the action plan drawn up to address the three key issues identified at the last inspection resulting in good improvements being made to the educational programme.

Plans show how children have more opportunities to develop their writing, recording numbers and addition and subtraction problem solving in everyday activities. Plans show how children are grouped and the staff's own role.

Staff observe and record children's progress on post-it notes and transfer this to the child records on a daily basis. This helps inform planning and the system is still being refined to make it more effective.

There is a training plan in place to ensure staff up date their knowledge of early learning.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested, excited and confident. They have very good relationships with the staff and their peers. Children are well behaved and learn what is right and wrong. They take turns at games and learn to share. They are independent, putting on their painting aprons, washing their hands and pouring drinks. They confidently talk and know about their family, birthdays and Father Christmas.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children talk, listen and hold long conversations with each other. They enjoy rhymes and action songs and learn basic sign language. They enthusiastically talk about what they are going to do in their imaginary play. They sound letters and have a letter-of-the-week basket. Children hold books and turn pages correctly. They constantly see and use reference and story books. They are forming letters well and write their name using various methods including shaving foam, salt, paint and pens.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children competently count up to ten and beyond. They recognise significant figures, especially '07'. Children add and take away using the plates at snack time and action songs such as 'ten-in-a-bed'. They are using mathematical language such as heavier and lighter in activities at the water tray where objects are hidden in ice and sink and float. They measure and weigh through cooking activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children play outdoors and go for walks locally giving them first-hand experiences that encourage exploration, observation and discussion. Children confidently talk about wild life experiences and take part in planned activities such as the life cycle of butterflies, chocolate nests and melting ice so that they see changes that occur. They visit the lifeboat and Tangham Forest and talk about past experiences such as picking fruit. They learn to respect their own and other cultures.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children enthusiastically join in action songs inside and ride bikes and scooters outdoors, where they run with delight across the grass and school playground. Obstacle courses enable children to develop balancing skills and climb up and over objects. Children use a good range of large and small equipment. They learn to handle a range of tools with increasing skill, for example they use rollers to print and various types and sizes of brushes to paint.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children have a good range of experiences to explore and know colour, for example competently matching tops on pens. They enthusiastically and spontaneously sing rhymes and join in when staff sing. Children use their imagination in dance, art and role-play and are sensitively supported and given a very good range of resources. Role-play activities are excellent as children experience a visit to the hospital or vet's surgery. They use their senses and taste and feel textures and fabrics.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**

## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of high quality. Children are making very 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**

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- There are no significant weaknesses to report, but consideration should be given to improving the following: continue to develop and refine the planning to reflect the existing good practice in the playgroup.

*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.*