



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 106012

DfES Number: 514068

### INSPECTION DETAILS

Inspection Date 07/10/2003  
Inspector Name Julie Neal

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Plymtree Playgroup  
Setting Address Plymtree Village Hall  
Cullompton  
Devon  
EX15 2JY

### REGISTERED PROVIDER DETAILS

Name The Committee of Plymtree Playgroup

### ORGANISATION DETAILS

Name Plymtree Playgroup  
Address Plymtree Village Hall  
Cullompton  
Devon  
EX15 2JY

## 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

Plymtree Playgroup is a committee run charity which meets in Plymtree Village Hall near Cullompton, Monday to Friday 9.15-11.45am term time only. It is registered for 14 children aged 2 to under 5 and receives funding for 3 and 4 year olds. They currently have no special needs children or those who speak English as an additional language. It serves the village of Plymtree and surrounding area. There are five members of staff, three of whom are qualified. Support is available from the EYDCP teacher. The staff attend the Culm Valley cluster group of childcare providers, for ideas and support.

### How good is the Day Care?

Plymtree Playgroup provides satisfactory care for children.

The environment is welcoming and child friendly, and staff ensure that space is used well to support activities. There is a good operational plan in place, and staff understand and implement the settings policies and procedures well. Most documentation is in place and maintained appropriately.

There is a strong commitment to the safety of children and staff ensure that all areas are checked and safety arrangements reviewed regularly. Staff demonstrate a good knowledge and understanding of equal opportunities issues, promoting an inclusive environment that meets the individual needs of children well.

Staff ensure that there is a good range of activities available to children. These are linked well to the early learning goals and encourage children's development in all areas, and children have interesting opportunities to learn about their own and other cultures. Activities are well supported by an extensive range of toys and equipment, including a good variety that reflect cultural diversity. Staff manage behaviour well and are consistent in their approach. Good use is made of opportunities to discuss behavioural issues and to help children understand why good behaviour is important.

Parents are made very welcome within the setting, and are encouraged to be active participants. Very good information is given about the provision and the curriculum, however more information could be given to parents about their child's progress.

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

At the last inspection it was agreed to devise an operational plan that should include all appropriate policies and procedures. This has been accomplished, and is available to staff and parents. It was also agreed to provide socket covers for sockets within children's reach; to ensure toilet locks are inaccessible; and to ensure drinking water is available. These have also been done effectively.

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

- Staff ensure a welcoming environment for parents and children. Space and resources are used very well to support a good range of activities that encourage children's development in all areas.
- Staff have a high regard for the safety of children, ensuring that comprehensive risk assessments are carried out and reviewed regularly.
- There is a strong commitment equal opportunities, and to understanding and meeting the individual needs of children. Policies and procedures are understood and implemented well, resulting in an inclusive environment.
- Staff manage children's behaviour well and ensure that children understand what is expected from them.

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

- systems to record any medicines administered
- information for parents about how their children are progressing
- ensuring parents countersign accident book

#### **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?**

<b>The Registered Person must take the following actions by the date shown</b>		
Std	Action	Date
7	Ensure there is an appropriate system in place to record any medication given and that parental consent is given in writing	03/11/2003

<b>The Registered Person should have regard to the following recommendations by the time of the next inspection</b>	
Std	Recommendation
12	develop systems to keep parents informed about their child's progress
14	Ensure any accidents/incidents recorded are countersigned by parents

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

### **How effective is the nursery education?**

Plymtree Playgroup offers good quality nursery education overall, where children enjoy learning through a wide range of interesting activities. They are making very good progress towards the early learning goals in personal, social and emotional development, physical and creative development, and generally good progress in communication, language and literacy, mathematics and knowledge and understanding of the world.

Teaching is generally good. The Supervisor has a good knowledge and understanding of the early learning goals and uses this to plan and implement stimulating and interesting activities. Staff have a calm and consistent approach and children respond positively to the well-established ground rules. However, not all staff are confident in encouraging children's progress. Assessment records do not include sufficient detail to ensure that information is used effectively to plan children's next steps in learning and consequently the plans do not identify how activities can be differentiated to meet the needs of faster and slower learners.

Leadership and management are generally good. The committee provide a stable and supportive framework within which the Supervisor has developed good leadership and direction of the early years curriculum. The group has effectively identified its general strengths and weaknesses and taken steps to address the areas for improvement. However, they are less confident in monitoring delivery of the programme to identify gaps and meet the individual needs of children.

The partnership with parents and carers is generally good. Parents receive good information about the group and the nursery education programme and have opportunities to get involved with their children's learning. However, informal methods of exchanging information do not ensure that all parents are kept regularly informed about their children's progress and parents do not all regularly share what they know about their children.

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

- Children are confident, independent and play well together.
- Children are articulate and able to express their needs and feelings well.
- Children are developing a good awareness and understanding of their own traditions and beliefs, and those of other cultures.
- Staff plan an interesting and varied range of activities that support learning in all six areas of the curriculum.

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

- planning, to identify how all children can progress along the stepping stones towards the early learning goals, especially the older or more able children;
- assessment records, to identify children's progress towards all the early learning goals in order to plan their next steps for learning.
- exchange of information between staff and parents regarding children's progress and attainment.

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

Since the last inspection the group has made generally good progress in implementing their action plan to address the key issues raised. Plans have been developed that demonstrate how activities support progression in all six areas of learning and basic assessment records illustrate children's attainment and progress in some areas. An appropriate policy and a co-ordinator are now in place to support staff in meeting special educational needs. However, the assessment records lack sufficient detail to be used effectively to meet the individual needs of all children, particularly those who are fast or slow learners. Therefore plans do not identify how activities can be extended to challenge the older and more able children.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident, happy and enthusiastic in participating in activities. They choose and use resources independently, and confidently express their needs, likes and dislikes. They interact well with adults and each other, playing co-operatively in pairs and small groups. They have a good understanding of the boundaries and behavioural expectations of the group and share and take turns very well. They are developing a good awareness of their own and the wider community.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children express themselves confidently and use language well to describe what they are doing and past experiences. They enjoy books, use them appropriately and are developing an awareness of the shape and sounds of letters. They draw, paint and use mark-making equipment with increasing skill. However, they do not regularly practice writing for a variety of different purposes and are not always supported appropriately in developing their writing skills.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children use numbers confidently and accurately. They enjoy singing number songs and rhymes and can recognise the number of objects in small groups. They use language appropriately to compare objects and are developing an awareness of patterns in a variety of objects. They have some opportunities to begin to solve simple numerical problems but more able children are not regularly encouraged to build on their developing awareness of number operations to solve practical problems

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have good opportunities to explore different features of the environment, questioning why things happen and how they work. They notice patterns and change in a variety of materials and design and construct models using many different resources. Through regular, themed activities they are developing a good awareness and understanding of their own and other cultures. However, they do not have regular opportunities to learn about the everyday uses of information technology.

**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Children move safely and confidently around their play space, skilfully negotiating obstacles. They use a variety of small and large equipment to develop their physical skills and use resources with increasing control and co-ordination. They use tools and materials well, for a variety of purposes, for example, drawing, painting and making models. They are developing a good awareness of the importance of keeping fit and healthy.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children have many opportunities to express themselves freely using a wide range of materials to paint, draw and construct models. They use their imagination well to develop stories and use role-play and small world resources well to enhance their play. They enjoy singing and dancing and are encouraged to move in different ways in response to different styles of music. They respond enthusiastically to what they see, hear, feel, touch and smell.

**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**

- further develop the assessment records to ensure that they identify children's progress along the stepping stones towards all the early learning goals and regularly share this information with parents.
- use the information in assessment records to identify children's next steps for learning and include in the plans how activities can be extended to challenge more able children.

*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.*