



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 100514

DfES Number: 513764

### INSPECTION DETAILS

Inspection Date 25/02/2004  
Inspector Name Samantha Powis

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Muscliff Community Playgroup  
Setting Address Muscliff Sports Pavillion  
Shillingstone Drive  
Bournemouth  
Dorset  
BH9 3LA

### REGISTERED PROVIDER DETAILS

Name The Committee of Muscliff Playgroup Committee

### ORGANISATION DETAILS

Name Muscliff Playgroup Committee  
Address Shillingstone Drive  
Bournemouth  
Dorset  
BH9 3LR

## 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

Muscliff Community Playgroup operates from the community centre, in a busy residential area on the outskirts of Bournemouth, backing onto open playing fields. The playgroup has been open since 1990.

The group is run by an elected committee of parents, who support a team of eight staff. The manager has a teaching qualification, and has more recently completed a Diploma in Pre-School Practice, three staff members hold a level three qualification in childcare, the remainder are experienced and attend short courses relating to caring for children.

The group is open on each weekday during term time, from 09:30 to 12:30 on Monday, Tuesday, Thursday, Friday, and from 12:30 to 15:00 on a Wednesday. They are registered for 23 children aged two to under five years.

The Playgroup have 34 children on roll, with 20 of those children receiving government funding for three year olds and eight in receipt of four year old funding. They support children who have special educational needs, and families who have English as an additional language.

The group receive support from the Bournemouth Early Years Partnership, and are linked to a local cluster group, where they can seek the support of an early years teacher.

### How good is the Day Care?

Muscliff Community Playgroup provides good quality care for children. Staff demonstrate a very good understanding of the national standards, and the comprehensive operational plan which effectively supports the successful running of the playgroup. Staff are clear of their individual roles and carry these out effectively. Excellent use is made of the playgroup environment, with space and resources used well to maximise opportunities. A stimulating range of well maintained resources and toys are available to the children, including an excellent range of resources that offer

positive images of diversity.

Staff have a high level of awareness of potential risks to children's health and safety, they carry out daily health and safety checks, and regularly review risk assessments. Clear written records ensure that accurate information is recorded regarding accidents and medication, with parents fully informed. Staff obtain detailed information about children's individual needs, to ensure any requirements are respected as appropriate. Although there is a clear policy regarding child protection, staff lack confidence in this area.

Children take part in a broad range of activities that contribute to their development and learning. A stimulating curriculum is planned, with ongoing assessments made of children's progress, to ensure activities are appropriate to each individual child's needs. Good support is offered to children with special educational needs. They have excellent opportunities to explore activities and develop relationships with staff and other children. Children's behaviour is managed well throughout the session.

Excellent relationships have been established with parents. They are provided with good information about the setting, and about the educational programs followed by the children, enabling them to support their child at home. They are made to feel welcome within the setting, and have regular opportunities to exchange information with staff.

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

not applicable

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

- There is excellent organisation within the setting, ensuring that staff, resources and space are used very well to maximise opportunities for children to engage in a range of interesting and stimulating activities. The detailed operational plan is used to ensure clarity and consistency of approach, and is a valuable working document for staff, committee and parents.
- Procedures to ensure children's health and safety are very good. Staff are deployed effectively to offer good supervision at all times, and remain vigilant about children's safety. Clear and accurate written records and procedures are followed through in practice.
- Children have access to an excellent range of resources and activities, and through effective storage, are able to select their own resources in some areas, extending their opportunities to develop their independence. Resources and toys are maintained to a very high standard, with good systems for cleaning and checking equipment regularly. The group have built up an excellent range of resources that offer positive images of disability, race, culture and gender, which are used regularly to support project work.
- Children with special needs are supported very well within the setting. The Senco has attended training, and is experienced in her role. Staff work

closely with parents and other outside agencies to ensure the all round needs of the child and family are met, setting up individual educational plans, which are reviewed regularly to monitor progress and plan the next step.

- Behaviour is good, and staff use a consistent approach, based on the written policy. Children are secure within the boundaries set, and respond well to staffs positive approach, with excellent praise and encouragement offered.

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

- knowledge and understanding of child protection procedures for staff, to ensure they are confident with dealing with any concerns.

#### **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
13	Develop staff's knowledge and understanding of child protection issues

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

### How effective is the nursery education?

Muscliff Community Playgroup offers high quality nursery education, where children are making very good progress towards the Early Learning Goals. Progress in all areas of learning is very good, with excellent opportunities in the areas of maths and communication, language and literacy.

Teaching is very good. Staff have a thorough understanding of the early learning goals and stepping stones, and are clear about learning intentions and aims. They use skilful interaction and get involved with play, using discussion, questioning and listening as excellent methods to stimulate and encourage learning. A comprehensive assessment and planning system is used effectively to ensure activities offered are appropriate to each child's level of understanding. Support for children with special needs is excellent. The special needs co-ordinator is clear on her role, and involves all staff in providing appropriate challenges for individual children. Activities and resources are very well organised and prepared, to ensure staff time is well spent, directly engaged in activities throughout the session.

Leadership and management is very good. All staff and committee have an excellent understanding of their individual roles, and responsibilities, and work very well together as a team. There are very good systems in place to monitor and assess the playgroups effectiveness, and successful systems are put in place to address any issues that arise, to ensure there is continued improvement. Staff, manager and committee demonstrate a strong commitment to the playgroup.

Partnerships with parents are very good. Parents are provided with excellent information about the setting, and their child's development, and have regular opportunities to discuss this with staff. They have good opportunities to be part of their child's learning, and share what they know. They are given a copy of individual play plans, enabling them to support their child at home.

### What is being done well?

- Teaching is excellent. The use of planning and assessment is very good, children's progress is monitored through ongoing assessment, and the activities planned offer appropriate challenge to each individual child. The plans cover all areas of learning and offer good opportunities for children to develop skills enabling them to make very good progress along the stepping stones, towards the early learning goals. Staff use their excellent understanding of the foundation stage curriculum and a broad range of teaching methods to extend children's learning within a safe and stimulating environment.
- Children are making excellent progress in the areas of maths and communication, language and literacy. They are given many practical opportunities to extend their skills. They confidently use numbers during their

play and demonstrate a love of books. They regularly use mark making during role play, demonstrating confidence and developing control to enable them to move on to writing familiar letters with correct formation.

- Excellent relationships are established with parents, they are provided with regular detailed information about their child's progress, and have good opportunities to share what they know about their own child. They are made to feel welcome within the setting and their comments and opinions valued.

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

- opportunities to extend children's independence during everyday activities, such as snack time.

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

There were no key issues arising from the last inspection, but two points for consideration were given.

The action taken since the last inspection is very good, and has had a significant impact on the children's learning.

The first point for consideration related to increasing opportunities for older children to develop an awareness of letters and sounds. The weekly planned programme now clearly identifies opportunities for children to be involved in recognising and linking sounds and letters, the impact this has had has been good, with some older children now able to identify initial letters of familiar words and some being able to identify blends e.g. cr, br etc.

The second point for consideration was to develop further opportunities for counting and problem solving. This area has also been addressed well, with regular counting opportunities and mathematical challenges. This has resulted in children being confident to use numbers when working independently, and able to use simple mathematical language relating to calculation, they also enjoy having opportunities to engage in problem solving challenges.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are very confident within the setting, they are happy, settled and motivated to explore new activities and experiences. They enthusiastically contribute to group discussions. They relate well to each other, and are developing good relationships. Children are developing the ability to concentrate for extended periods during group activities and activities they have chosen themselves. Opportunities to encourage independence as part of the daily routine are not always maximised.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children enjoy books, they handle them well, demonstrating a good understanding that print carries meaning. They have good opportunities to develop their awareness of letters and sounds through a range of activities. Children are confident with writing tools, and regularly use mark making in their play, assigning meaning to marks they have made. Some children are able to use recognisable letters when writing their names. They are confident when speaking to each other and to staff.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children enjoy using numbers throughout activities. They count sets of objects up to 10. Children recognise numerals that are of a personal significance, and some children can use these to correctly label a set of objects. Children are learning about shape and measure through a range of activities. They can identify simple 2D shapes, and recognise these in their everyday environment. Children are engaged in activities that offer them opportunities to use simple calculation.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have excellent opportunities to experiment and explore. They demonstrate curiosity and show excitement when engaged in practical activities, learning about how and why things happen. They are introduced to their local environment and communities through visitors to the playgroup, and outings locally. They take part in project work to extend their awareness and understanding of other cultures and communities and the wider world.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children have excellent opportunities to use a broad range of tools and equipment, and are developing the necessary control to operate these with skill and accuracy. They have good fine muscle control, enabling them to use pencils and writing tools effectively. Children climb, balance, jump and slide on a regular basis. They enjoy climbing under and over, and wriggling through, demonstrating a good sense of space. They pedal small vehicles with skill, moving backwards, forwards and around.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children have very good opportunities to use free expression when engaged in a range of creative activities, such as painting and collage, with their individual creativity valued and respected by staff. Children enjoy music. They join in confidently and enthusiastically with familiar songs and have opportunities to use musical instruments as accompaniment. They move their bodies imaginatively to music. They have fun when engaged in role play, using their imaginations to act out situations.

**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 the following:
- increase opportunities for children to develop independence during the daily 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.*