



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 311309

DfES Number: 523774

### INSPECTION DETAILS

Inspection Date 08/09/2004  
Inspector Name Ann Law

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Far Bank Playgroup  
Setting Address The Cabin  
School Terrace, Shelley  
Huddersfield  
West Yorkshire  
HD8 8HU

### REGISTERED PROVIDER DETAILS

Name The Committee of Far Bank Playgroup

### ORGANISATION DETAILS

Name Far Bank Playgroup  
Address Shelley First School  
School Terrace, Shelley  
Huddersfield  
West Yorkshire  
HD8 8HU

## 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

Shelley Far Bank Playgroup has been open for a number of years and is a voluntary organisation and managed by a committee. They operate from a portable building to the rear of Shelley First School, in the village of Shelley, near Huddersfield and serve the needs of the local community. The group has access to a play room, toilets, kitchen area and a fully enclosed outdoor play area.

The group is registered to care for 16 children. They are currently caring for 34 children, of which 24 3-year olds and four 4-year olds are in receipt of nursery education funding. The setting does not currently support any children with special needs, or who speak English as an additional language.

The playgroup is open, term time only, from 09:00 to 11:30 Monday to Friday mornings and 12:45 to 15:15 Monday and Wednesday afternoons and 13:15 to 15:15 Tuesday and Thursday afternoons. Six part-time staff work with the children. The majority of whom hold or are working towards early years qualifications to NVQ level 2/3. The setting receives support from the local authority.

### How good is the Day Care?

Shelley Far Bank Playgroup provides satisfactory care for children. The setting is clean, attractively decorated with displays of children's artwork and has a friendly, welcoming atmosphere. Children independently access a good range of toys and resources, which partially reflect the diversity of our society. All policies and procedures are in place. However, not all are up to date and contain relevant information. The majority of the required documentation is in place and confidentiality is maintained. The majority of staff have recognised childcare qualifications and all staff are effectively deployed through a key worker system.

Staff are aware of most risks to children's health and safety. Children's hygiene routines are actively promoted and staff act as good role models. All staff hold current first aid certificates. Parents are made aware of the group's duty to protect children. Staff have a good awareness of meeting children's individual needs,

especially in relation to diet and age, although knowledge of Special Educational Needs issues is limited.

Children access a good range of activities, linked to interesting themes, in a well planned routine which allows for outdoor play. Staff have good relationships with the children and positive methods are consistently used to manage children's behaviour successfully.

The setting has an effective relationship with parents and a variety of methods are used to provide them with detailed information about the provision and reasonable information about their child's progress.

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

not applicable

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

- Staff give high priority to creating a friendly, welcoming environment for the children. They are actively involved in children's play and the good levels of individual contact provides security for children and fosters their confidence.
- There are a very good range of toys and resources attractively presented. They are easily accessible for children, encouraging independence and self-selection. A toy library is used to ensure variety and choice is available.
- Healthy snacks are offered to children and snack time is promoted as a social occasion. Secure procedures are in place to ensure children with food allergies are protected.
- Staff are good role models for children's behaviour. Their calm and positive approach facilitates good behaviour and effective strategies are in place to deal with unacceptable behaviour.
- The setting is very parent friendly and staff take every opportunity to involve parents in the running of the playgroup. Parents are encouraged to be part of the management committee, volunteer as parent helpers and participate in outings and visits. Regular newsletters keep parents updated on all aspects of the provision.

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

- safety with regard to the kitchen area
- organisation with the development of induction and appraisal systems
- documentation relating to accidents, child protection and Special Educational Needs
- staff knowledge of Special Educational Needs issues
- positive images of disability in the provision.

**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	Provide an action plan to show how children's safety will be ensured in relation to the kitchen area.	28/09/2004
10	Develop staff's understanding of Special Educational Needs issues and review the written statement to ensure it is consistent with current legislation and guidance.	28/09/2004

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

Std	Recommendation
2	Improve the procedures for the induction of new staff members and develop and implement a system of appraisal to monitor the effectiveness of the staff.
9	Increase the positive images of disability in the provision.
13	Improve the child protection statement to include what the group would do if allegations of abuse were made against a member of staff or volunteer.
14	Improve the system for recording accidents to ensure all relevant information is always recorded.

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

### How effective is the nursery education?

Shelley Far Bank Playgroup Nursery provision is of good quality overall. Children are making generally good progress towards the early learning goals. Provision for their personal, social and emotional development, physical and their creative development is particularly good. Children make very good progress in these areas.

The quality of teaching is generally good. Staff work well together as a team and effective deployment, in an organised routine, ensures they make good use of their time. They interact well with the children and become directly involved in their play, resulting in good behaviour. Themes are used effectively to offer children interesting activities, but do not always provide enough challenge, particularly in aspects of literacy, mathematics, knowledge and understanding of the world. Systems for observations, planning and record keeping are ineffective in planning for the children's next stage of development.

Leadership and management of the playgroup is generally good. A management committee of parents support the setting in areas of administration and are increasing their involvement to include staff appraisals to monitor the effectiveness of staff. Support is provided by the local authority to evaluate and develop the nursery education, although not all recommendations have been implemented by the leadership within the setting.

Partnership with parents is generally good. Parents are regularly encouraged to attend the group. They are informed of the current themes and asked to contribute to involve them in their child's learning. However, children's records of achievement do not sufficiently inform parents of their child's progress towards the early learning goals.

### What is being done well?

- Children's personal, social and emotional development is fostered very well. The setting provides good opportunities for children to mix in small and large groups, allowing children to develop a high level of social skills.
- Relationships throughout the setting are very good. Staff work together effectively as a team and are actively involved in children's play, helping them to become confident and independent learners. Behaviour is of a very high standard.
- Children's physical development is provided for very well in the setting. A wide variety of tools and materials are provided for children to engage in activities requiring hand-eye co-ordination. Similarly, the outdoor play equipment is very versatile and offers children good opportunities for developing gross motor skills.

- Children use their imagination well to freely express themselves, especially during role play activities. They confidently use all areas of the provision in their imaginative play to communicate ideas, feelings, experiences and past actions.

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

- the attention given to increasing children's awareness of the different purposes of writing
- the attention given to increasing children's interest in number problems, particularly through practical activities
- the differentiation of activities to ensure older and more able children are sufficiently challenged in all areas of learning
- the systems used to plan for children's progress towards the early learning goals, ensuring that all stepping stones are covered sufficiently over time
- the systems used to record children's progress towards the early learning goals, ensuring that next steps for learning are identified and used to inform planning and parents of the progress made.

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

Limited progress has been made since the last inspection. The two key issues related to planning and assessment and involving parents in children's learning and have only partially been addressed.

Parents are now provided with good quality information relating to the topic of learning and are actively encouraged to contribute their own observations of children's learning at home. However, this information is not effectively used to inform the child's next steps in learning and this contributes to children being insufficiently challenged in some areas of learning.

Advice has been sought to improve the assessment system, to identify and plan what the children need to do next and develop a system to ensure that all the early learning goals are covered sufficiently over time. This advice has not yet been implemented and as a result the planning and assessment systems remain weak and these key issues continue.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy, confident and settled in the playgroup. They display enthusiasm towards learning and are proud of their achievements. Children form friendly relationships with each other. Older children are very aware of the rules of the setting and help the younger children to understand them. Children are independent, selecting resources, making choices and demonstrating good levels of self-help skills.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children use language well in play and engage easily in conversation, describing events such as family holidays. Three year olds are attempting to write their names and most four year olds can do so competently. They are enthusiastic at story and song time and handle books appropriately, showing an understanding of print carrying meaning. However, children do not attempt writing for a purpose and activities such as role play are not extended to include opportunities to ascribe meanings to marks.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children use number names frequently in play. They are competent in the use of mathematical and positional language, using it in context to describe the shape, size and position of items on the interest table. Most four year olds count competently to ten and three year olds are attempting to count, although less reliably. Children do not show an interest in number problems and practical activities such as snack time are not fully exploited.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children confidently and competently use technology in the form of the computer, demonstrating good control to work through simple programmes. They have a good sense of time and can recall past and present events such as home life and holidays. Visits to the local community and visitors to the setting allow children to develop an understanding of their local community and culture. Staff do not provide sufficient challenge for more able children in particular their designing and making skills.

## **PHYSICAL DEVELOPMENT**

Judgement: Very Good

Children have good balance and co-ordination skills and competently use the gym equipment to walk along and jump off. They are developing good hand-eye co-ordination using a range of tools with increasing skill and control, such as the sand tray to copy letters. Children recognise changes in their bodies and are beginning to understand them and the actions needed to be comfortable.

## **CREATIVE DEVELOPMENT**

Judgement: Very Good

Children explore a good range of media and texture, both 2D and 3D, such as play dough, paint, sand and water. They communicate their ideas and experiences well through imaginative play, such as making a pizza with play dough. Children are interested in musical instruments and enjoy making music. They can follow simple instructions for example, the music man and notice the different sounds made by different instruments.

**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**

- increase children's awareness of the different purposes of writing
- improve children's opportunities to show an interest in number problems, particularly through practical activities
- differentiate activities to ensure older and more able children are sufficiently challenged in all areas of learning
- improve the systems used to plan for children's progress towards the early learning goals and develop a system to ensure that all stepping stones are covered sufficiently over time
- develop the systems used to record children's progress towards the early learning goals, ensuring that next steps for learning are identified and used to inform planning and parents of the progress made.

*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.*