



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 220004

DfES Number:

### INSPECTION DETAILS

Inspection Date	16/09/2003
Inspector Name	Coral Hales

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Ringstead Robins Pre-School
Setting Address	High Street Ringstead Kettering Northamptonshire NN14 4DA

### REGISTERED PROVIDER DETAILS

Name	Ringstead Playgroup 1030590
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### ORGANISATION DETAILS

Name	Ringstead Playgroup
Address	6 Gladstone Street Ringstead Kettering Northamptonshire NN14 4DE

## 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

Ringstead Robins is a committee run community playgroup. It has been running for over 30 years in the rural village of Ringstead from the Old Institute Building, which has been totally refurbished for the sole use of the group. The accommodation includes a kitchen within one playroom area, a second large playroom and toilets, plus a secure soft surfaced play area. The playgroup serves the local and surrounding villages.

The playgroup is registered for 26 children aged from two years to five years. There are currently 19 children on roll. This includes six funded three-year-olds. There are no funded four-year-olds currently attending. None of the children attending has special educational needs, or English as a second language. Children attend for a variety of sessions.

The playgroup opens five mornings a week from 09:15 to 12:15 in term time only. Four members of staff work with the children throughout the week. Two staff have early years qualifications to level two. An action plan is in place to ensure that one member of staff is training to the standard required. One other member of staff is currently working towards level two.

The setting receives support from the local schools early years co-ordinator, and good links are in place with the school. They are affiliated to the Pre-School Learning Alliance and they receive support from the Early Years Development and Childcare Partnership.

### How good is the Day Care?

The playgroup offers satisfactory care overall for children. The premises are bright and attractive and offer a welcoming, child friendly environment. The rooms are well organised by the staff and provide the children with stimulating areas in which to play and learn.

The staff are deployed effectively and are aware of risks to children's safety and they ensure the physical environment is safe and secure. They plan interesting activities, however their basic knowledge the early learning goals has impact on some activities, and consequently they lack challenge, especially for the more able children. There are sufficient toys for the children which they enjoy using and these support their developing individual learning needs. Staff build positive relationships with the children, manage them well and take an active part in supporting the children learning. Staff have a consistent approach to managing children's behaviour and children respond well. The playgroup has a policy on child protection issues however there is no strategy in place to ensure staff have adequate knowledge of this area.

Varied and nutritious meals are provided for the children to eat at lunch time, these include foods from around the world.

Assessment and observation systems are in use, however these are not working effectively and staff are currently developing new systems.

Relationships with parents are developing and staff effectively work with them to resolve issues relating to the care and education of their children. The information in the parents handbook is limited and does not include any information about the educational programme offered.

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

There were no issues raised at the last inspection. However the group have improved their range of resources, continued with staff training and have developed new systems to ensure that communication between parents and staff is effective.

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

- Staff to child ratios are high, allowing some one-to-one care.
- The staff are caring, motivated, enthusiastic and committed to improving their practice.
- Interaction between staff and children is good.
- Staff ensure good levels of supervision are maintained at all times.
- Children relate well to their peers and to adults and their social skills are developing well.

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

- staffs knowledge of the foundation stage and the early learning goals;
- observations and assessment systems;
- staffs knowledge of child protection issues;
- parental information on the setting.

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

Std	Recommendation
2	ensure the system for registering children and staff on the premises shows times of arrival and departure, and that parent helpers are listed when on the premises.
2	develop a system of induction which includes all required health and safety issues and child protection policies and procedures. Ensure that this is carried out within the first few weeks of employment.
12	provide opportunities for parents to receive regular information on their children's progress
12	further develop the parents handbook to ensure it contains all relevant information.
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?

Ringstead Robins Playgroup offers a generally good nursery education, where children enjoy learning through an interesting range of activities. The children are making generally good progress towards the early learning goals in all areas except for communication, language and literacy which has significant weaknesses.

The quality of teaching is generally good for the three-year-olds attending. Although staff have limited knowledge of the foundation stage, this does not impact on the learning for three-year-olds. They set challenges suitable for the age and stage of the children's development. Staff engage the children in conversation, they give regular praise and encouragement and foster children's confidence and self-esteem. Resources are well used and effectively support the three-year-olds' learning. However planning is basic and insufficiently developed. Adult-to-child ratios are high and staff manage and support children's behaviour well. Staff observe and assess the children, however the current written system is not effective in showing children's progress towards the early learning goals, appropriate to three-year-olds' stage of development.

Leadership and management is generally good, with effective support systems in place. The supervisor, together with her staff and committee members, work well together and they are committed to improving care and education for all children. They are keen to continue their professional development by attending suitable training to update and develop their existing knowledge.

Key-workers, who take particular responsibility for a small group of children, discuss children's progress on a daily basis. Parents receive information about the general running of the group, although they do not receive information about the foundation stage or about the educational provision provided, and this is a significant weakness.

### What is being done well?

- Children behave well. Staff are good role models and they provide good explanations of what is right and wrong. They plan activities which promote children's understanding of the importance of sharing.
- Staff regularly take the children out to visit the locality, and the children are becoming increasingly aware of the local community and the immediate environment.
- The opportunities that children have to build on their existing physical skills and to learn new ones.
- The musical activities that are provided by the visiting music teacher, with playgroup staff then reinforcing this learning effectively.

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

- opportunities for the children to experience a selection of activities to help them develop a knowledge of other cultures;
- the programme for communication, language and literacy: in respect of recognising and linking sounds with letters; for children to have opportunities to recognise their own names and other simple words; for children to have opportunities to tell or retell simple stories;
- the programme for knowledge and understanding of the world to ensure that children have opportunities to increase their knowledge of working technology, and to have this learning reinforced and supported by the staff;
- the planning to clearly show the learning intentions, and the assessments to ensure they reflect children's attainment and progress towards the stepping stones to the early learning goals;
- staff's knowledge of the foundation stage, to ensure they acquire further knowledge and build on their current practice;
- information for parents and carers on the foundation stage of learning and the early learning goals, and on their children's progress towards these.

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

The progress made by the setting towards the targets in the action plan, drawn up in response to the five key issues identified at the last inspection, has been generally good. The group were asked to link plans with learning outcomes, and to ensure assessments showed children's progress and were used to plan for the future learning needs of the children. There has been some developments in these areas, although this has yet to be fully addressed. The group were asked to make improvements in the programme for mathematical development to include regular practical activities for the children to take part in. This has been adequately addressed and this has had a positive impact on the children's learning. The staff were required to ensure that children had free access to resources in the area of creative development. Children now have access to a good variety of resources and happily help themselves during activities. Staff were required to attend training, which is ongoing and two staff are working towards the required level.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are happy, confident and secure, and enter the playgroup full of enthusiasm and are motivated to try new experiences. They behave well. Children develop an awareness of themselves and others as they visit the local community. They form good relationships with their peers and with the adults, and show their feelings and are sensitive to others. They are able to choose from activities provided, to initiate activities and select resources independently.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Significant Weaknesses
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Children are confident speakers and use their increasing vocabulary well to describe real experiences, ideas and feelings. Children purposefully practice their early writing skills as they draw and paint. Children have limited opportunities to recognise their names. They enjoy looking at the good selection of books, however they do not often act out stories themselves. Children listen to and can follow simple instructions well.

### MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children take part in a good variety of planned practical activities which introduce them to mathematical language and simple mathematical ideas. They attempt to count and begin to relate groups of items to numbers. Children understand simple shapes as they create buildings for a wall display. Children successfully sequence objects and have a sense of place and order.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children are developing an awareness of the wider world. They visit the local environment, and investigate real, made and natural objects, discovering and identifying feature of living things as they go out on visits to the farm or the village. They create a family tree of photographs and learn about the near and distant past. Programmable toys are available, but children do not have sufficient knowledge to use them. They learn about the work of representatives from the local community.

### PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children have many opportunities to build on their existing physical skills and to learn new ones. They move confidently and imaginatively and show a good awareness of others around them. They use balls and hoops with increasing skill. They use large equipment, such as the climbing frame, and small equipment, such as model making and small world equipment confidently and with control. They adopt good health and hygiene practices but do not have an awareness of bodily change after activity.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children explore colour as they make and then cook cakes. They show increasing imaginative skills in their two and three-dimensional artwork and role-play, often based around their real experiences. They listen to music, sing simple songs from memory and enjoy joining in with action songs and playing musical instruments during a music session. All of the children's senses are well stimulated and they use these effectively in many ways.	

**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

- Ensure the children's assessment sheets show children's progress and enable staff to use this information to influence the planning for moving children onto the next stage of learning.
- Continue to develop the system of planning. Ensure that the learning intentions are clearly identified. Further develop the programme for communication, language and literacy to ensure children have regular opportunities to link sounds to letters and to retell and make up stories.
- Develop staff's knowledge of the foundation stage and the early learning goals.
- Ensure parents are given relevant information about the foundation stage and the programme of education offered at the playgroup. Also ensure they are more fully informed regarding their children's progress through relevant stages.

*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.*