



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 103831

DfES Number: 544056

### INSPECTION DETAILS

Inspection Date 19/05/2003  
Inspector Name Beryl Witheridge

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Parkwood 'Poppets' Playgroup  
Setting Address Parkwood Green  
Gillingham  
Kent  
ME8 9PN

### REGISTERED PROVIDER DETAILS

Name The Committee of PWCA Executive Committee

### ORGANISATION DETAILS

Name PWCA Executive Committee  
Address Parkwood Community Centre  
Parkwood Green  
Rainham  
Kent  
ME8 9PN

## 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

Parkwood Poppets Pre-School has been established for several years. It is registered to provide care for 16 children aged two to five years. Overnight care is not provided.

The pre-school operates from a room in a community centre in Parkwood, Gillingham. The pre-school generally serves the local area.

The setting opens five days a week during school term times. Sessions are from 9:00 to 12:00.

There are currently 28 children from two and a half years to under five years on roll. This includes

23 funded three and four year olds. Children attend for a variety of sessions. None of the children have special needs and none of the children speak English as an additional language.

Five staff and one student work with the children. Four have early years qualifications.

The student is currently on a training programme. The setting receives support from a teacher and the local Early Years Development and Childcare Partnership (EYDCP).

### How good is the Day Care?

The pre-school provides satisfactory care for children.

The pre-school is well organised and uses the limited space available to good advantage. Staff are well deployed and are aware of their individual roles within the group. There is a good staff/child ratio. The keyworker system works for both staff and children. Records are kept on each child, which are confidential and only shared with their parent.

The premises are not large and are in a community centre used by many other groups. The staff are very aware of the safety of the children in their care. They are escorted at all times while on the premises, and a member of staff monitors the door at the beginning and end of each session when children are dropped off and collected. This is not reflected in the policies though, with regards to lost children or adults other than parents/carers collecting children.

The activities provided for the children do contribute to their learning and development. Due to lack of space children do not have free access to toys, but they are able to request toys or games which they may prefer to the activities planned for them, and staff are flexible. The organisation of some large group activities may need to be reviewed.

There is a good relationship with the parents. They are informed about all aspects of the group and all receive a copy of the policies. They are invited into the group termly to discuss their child's progress, and staff are available to speak to them at any time.

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

There were no outstanding actions from the last inspection.

Some staff have undertaken training courses and the group now has more than the minimum required number of qualified staff.

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

- The staff are very aware of the needs of the individual children. Activities are provided which are suitable to their needs and contribute to their development. The children are very happy, confident and secure. (Standards 3,5)
- There is a good working relationship with the parents. They all have copies of policies and procedures. They have the opportunity to come into the group at least once a term to discuss their child's progress with the keyworker and to look at records. (Standard 12)
- The staff make good use of the limited space available to them. They provide different areas of activities which includes many aspects of play and learning for the children. (Standards 3,4,5)
- Good hygiene practices are encouraged. Children know how and when to wash their hands. Tables are always washed before food is served. This develops the children's own good hygiene practices. (Standard 7)

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

- the operational plan and all required information; (Standard 2)
- the policy regarding uncollected children including procedures to be followed

if a child is lost; (Standard 2)

- the policy regarding the collection of children by adults other than the parent/carer; (Standard 2)
- the use of positive images; (Standard 5,9)
- an increase in toys and equipment which reflect the diversity of society; (Standards 5,9)
- the behaviour management policy and the consistency of the strategies used; (Standard 11)
- child protection training and policy; (Standard 13)

### **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	complete the operational plan and provide a written policy regarding lost children and other adults collecting them; (Standard 2)
9	extend the use of positive images; (Standard 9)
11	review the behaviour management policy and strategies used; (Standard 11)
13	undertake Child Protection training and review the policy. (Standard 13)

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

### How effective is the nursery education?

Parkwood Poppets Pre-school offers good quality provision, which helps the children make generally good progress towards the early learning goals.

Teaching is generally good. Staff show a secure knowledge of how children learn. The staff's relationships with the children allow them to plan interesting and stimulating activities to support children's learning. Children are well behaved and this is encouraged by staff. Children move freely and confidently between activities. Staff support children's learning and encourage them to use the available resources. Some activities lack challenge for more able children.

The group foster good relationships with parents, who are welcomed into the setting. Times are set aside for parents to discuss their child's progress. Staff are approachable and parents feel included in their children's learning. Parents receive information about the group's topics and news via the parents' notice board.

Leadership and Management is generally good. The staff team work well together, supporting each other and the children. All staff show they are committed to the care and development of all children. Training is encouraged, but not all staff felt able to take up the opportunities given. The provider is aware of the need to show in the plans, how older and more able children are set challenges.

### What is being done well?

- Children's learning is enhanced by staff's support and positive attitudes.
- Children are confident learners and form good relationships with their peers and adults.
- Children's spoken language is developing well. They learn to communicate in pretend and real life situations.
- Leadership and management is good. The staff team work well together, supporting each other and the children.
- Partnership with parents is positively encouraged. Parents are welcomed into the setting and information is shared.
- Procedures and rules for behaviour are enforced. Staff are consistent in their approach.

### What needs to be improved?

- Opportunities to support and encourage children's independence.
- The take up by staff of training opportunities available.

- In planning, how staff differentiate between the expected outcomes of three and four year olds.

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

This is the group's first S122 inspection.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children make generally good progress towards personal, social and emotional development. They form good relationships with staff and their peers. Children are confident learners and are able to work as part of a group, taking turns and sharing fairly. They play imaginatively in real life and pretend situations. Children's self esteem is high and their behaviour is good.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children make generally good progress towards communication, language and literacy. Many children are confident and fluent speakers, and engage easily in conversations with adults and peers. Children are given opportunities to develop making marks and are beginning to recognise letters. They practice writing for a variety of purposes. Missed opportunities mean more able children are limited in their progress to increase their skills in conversation and independence.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children's mathematical development is generally good. Children are given opportunities to count up to ten and begin to recognise numerals. They learn about size and shape through practical activities such as jigsaws. Mathematical language needs to be introduced more to enable children's understanding to develop.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children's progress in knowledge and understanding of the world is generally good. The children look at topics including festivals, themselves and health. Children are beginning to find out about their environment. Outings to nearby play areas and parks enhance this knowledge. Staff are beginning to build up a good range of images to promote positive resources of people from differing cultures and backgrounds.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children make generally good progress towards physical development. Children are offered a wide range of opportunities to develop their small motor skills. They handle tools and equipment safely. Children look at topics that recognise the importance of keeping healthy. Children enjoy limited opportunities to develop their large motor skills.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
------------	----------------

Children make generally good progress towards creative development. Activities are well presented. Children are given opportunities to explore a range of materials, textures, colour and shape. Most activities are equally adult and child led. Children experience music, songs, stories and role play and are confident learners.

**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**

- Plan and extend activities to ensure older and more able children are sufficiently challenged.
- Record expected outcomes for three and four year olds.
- Ensure more opportunities are given to support and encourage children's independence during snack time and through their creative activities.
- Devise systems for staff appraisals.

*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.*