



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 101891

DfES Number: 514212

### INSPECTION DETAILS

Inspection Date 03/11/2004  
Inspector Name Angela Cole

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name The Reddings Playgroup  
Setting Address The Reddings & District Association Centre  
North Road West, The Reddings,  
Cheltenham  
GL51 6RF

### REGISTERED PROVIDER DETAILS

Name The Committee of The Reddings Playgroup 1052810

### ORGANISATION DETAILS

Name The Reddings Playgroup  
Address The Reddings & District Association Centre  
North Road West, The Reddings  
Cheltenham  
GL51 6RF

## 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

The Reddings Playgroup opened in 1975 and is managed by a committee of parents. It is situated on the edge of the residential area on the outskirts of Cheltenham. The group operates from the Reddings and District Community Centre, which is sometimes used by other local organisations at the same time. The facilities include a large hall, small hall, kitchen, toilets (including one with disabled access) and an enclosed outside play area. The building is fitted with a "loop" facility for persons with hearing difficulties. A maximum of 26 children may attend the group at any one time. The playgroup is open each weekday during term-time between 09.30 and 12.00 on Monday, Wednesday, Thursday and Friday. Lunchtime sessions operate on Tuesday from 12.00 until 14.30 for pre-schoolers, and on Wednesday from 12.15 until 14.45 for children of any age.

There are currently 38 children aged from two years nine months to under five years on roll. Of these, 22 children receive funding for nursery education. Children come mainly from the local area. The playgroup currently supports children with special educational needs. No funded children speak English as an additional language. The playgroup employs four members of staff and the two supervisors hold appropriate early years qualifications.

The playgroup receives support from a mentor teacher from the Early Years Development and Childcare Partnership, and fieldworkers from the Gloucestershire Playgroup and Toddler Association. Aspects of the High/Scope teaching method are used.

### How good is the Day Care?

The Reddings Playgroup provides good quality care for children. The manager is highly experienced and both supervisors are appropriately qualified. The group is well organised. Procedures to appoint and support staff are excellent. The policies are efficiently revised and records are kept confidential and secure. Ample numbers of adults care for the children who are effectively grouped with key workers. The premises are clean, safe and welcoming. The furniture, toys and equipment are all

appropriate for this age range and effectively reflect a wide range of positive images. A stimulating environment is created, with extra resource boxes set out to extend the children's choice of equipment.

Children are kept safe and adults are vigilant at all times. Most staff have current child protection training. Children learn good hygiene practices, for example through regular hand washing, and healthy snacks are offered. Medication and first aid are effectively administered and families are always informed about any accident. However, some records of accidents that occurred under previous leadership were not signed by parents.

The staff provide effective care, learning and play that, overall, meet children's individual needs and promote their welfare. They regularly share their observations to plan and provide activities and play opportunities to foster children's emotional, physical, social and intellectual development. All children are included in the groups' activities. Staff work closely with parents of children with special needs. Two staff plan to attend special needs co-ordinator training. Children are mostly well behaved and warm praise is given for good behaviour; this is suitably adapted to their different stages of understanding.

Staff work in close partnership with parents and carers to meet the needs of the children, both individually and as a group. Information is regularly shared about the children and the group, especially through the active committee.

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

After the last inspection, the setting agreed to consider the qualifications of the persons in charge, the procedures to follow in certain emergencies and the sharing of a complaints policy.

The leaders are now fully qualified to care for the children. The setting developed and implemented an action plan setting out how supervisors were to achieve level three qualifications. The setting is better organised to care for children in emergencies. Procedures to be followed in the event of a child being lost or not collected have been devised. The partnership with parents and carers has been strengthened as a written complaints procedure is now available.

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

- Adults are highly interested in what the children do and say. They talk and listen to them, asking appropriate question to help them think. Sincere encouragement and praise is often used to help children persevere and feel proud of themselves.
- The modern premises are light, warm and spacious. A wide range of posters and displays of children's work is set out each session to ensure the entrance and main playroom are welcoming to children and their families.
- Positive steps are taken to keep the children safe. Daily checks on the premises and regular assessments of risk ensure that arrangements meet

health and safety regulations. Staff are well aware of their responsibilities during the regular emergency practices. When members of the public are on the premises, access to the provision is closely monitored and children are always accompanied to the cloakroom.

- Drinks are always available and staff ensure the helpers preparing snacks are aware of children's dietary needs. Fruit is offered each day, and a wide variety of other nutritious foods are introduced, including those from the various cultures represented in the playgroup.

#### **An aspect of outstanding practice:**

There is a very strong and positive, working relationship with families. Parents are closely consulted over their wishes regarding the care of the children, for example during the initial settling process. They are kept fully informed about the playgroup and their children's development. Excellent information is given to the volunteers and committee members about their roles and responsibilities.

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

- the procedures to obtain parents' signatures on the written records of children's accidents.

#### **PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)**

Since 1 April 2004 Ofsted have not received any complaints about the provider.

#### **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
7	Ensure parents sign the written records of children's accidents.

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

### How effective is the nursery education?

The Reddings Playgroup provides good quality nursery education overall that enables children to make generally good progress towards the early learning goals (elgs) in all six areas of learning.

The quality of teaching is generally good. All staff are gaining an effective knowledge and understanding of the elgs to develop the new system of planning for children's learning. This focuses on the stepping stones and links with regular assessment of their progress. The plans form a system to check on the balance and coverage of suitable activities. However, at present the group's routine and use of resources are not planned effectively to maximise children's learning, especially in literacy and physical development. Some good methods of teaching are used. Relationships with children are secure and they are mostly well behaved. Staff are expanding their knowledge of how to support children with special needs. Adult-led activities are clearly introduced and some helpful questions encourage children to think more deeply.

Leadership and management of staff are generally good. The current management is very strong and able to engage and involve staff and parents in innovative ideas. The committee and staff have just revised the setting's working policies and plan to examine the children's day-to-day routines and procedures. Some weaknesses in the education provision have already been recognised, though are not yet acted upon. The setting shows high commitment to improving the care and education for all children.

The partnership with parents is very good. Families receive clear information about the setting and its provision. Parents and staff regularly share information about the children and their progress, both formally at meetings and informally during sessions. Parents are effectively encouraged to become actively involved in their children's learning, through strong management, regular involvement as rota helpers and support on a day-to-day basis.

### What is being done well?

- Children eagerly share items they have made and show a sense of pride in their achievements. They develop very good personal independence. Children confidently fetch snacks foods and pour drinks, put on their own coats, persevere to tidy up and manage their own toileting and handwashing.
- Children's gain very good speaking and listening skills. They begin to negotiate in their play and enter into regular conversations with adults and other children at activities and during snack times. They listen carefully to instructions and successfully take messages requesting the required snack items.

- The staff have good relationships with the children, and especially those in their key groups. They regularly assess and record each child's progress towards the elgs. Good use is made of key grouping to give personal support for the children's learning and in the daily recall about their activities.
- Families are given clear information on the Foundation Stage and the playgroup. Excellent use is made of a parents' file and of regularly updated photographic records of children's activities in the six areas of learning. Staff plan specific sessions to discuss the children's progress as well as being available to parents at any time.

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

- the daily procedures to enable children to separate confidently from their main carer and settle at their chosen activity
- the group's routine to encourage all children to participate in a wider variety of self-chosen challenges
- opportunities for children to listen to and join in with stories on a one-to-one basis and in small groups, and to develop their hand-eye co-ordination and strength when using one-handed tools.

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

Staff have made generally good progress in implementing the action plans from the previous inspection. They have addressed points for consideration regarding the quality of teaching and the partnership with parents.

Staff have continued to develop plans to share written assessments with parents and carers. More formal specific sessions are planned to share the children's records so parents are better informed about their progress. Staff now ensure circle times are not too long for three-year-olds to concentrate. However, not all children are sufficiently settled at some whole group activities to maximise their learning. This aspect for development is carried forward in the key issues from this inspection.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children feel safe and secure with adults and relate effectively to each other. However, some children do not settle until free play begins and have limited time to develop self-chosen challenges. When children choose their own play, they concentrate and persevere for a long time, exploring their ideas. They are mostly well behaved, polite and helpful, for example sharing dough tools and helping younger ones to wear aprons. Children gain very good personal skills in eating and hygiene.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children develop very good listening and speaking skills, learning new words such as 'shy' and 'proud'. They enjoy favourite rhymes and whole group stories, though do not regularly listen to stories one-to-one or in small groups. Children effectively respond to rhyming activities and learn to distinguish some sounds. They are very interested in pictures, recognise their own and others' names and know words have meaning. Some children eagerly draw and paint, and can say what they have made.

### MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children often use numbers in play, for example, to compare numbers of objects, count to two before races and in number songs. They actively count for the register, for example to 18, and some recognise figures in these high numbers. Though children draw shapes in the air, such as circles and triangles, they are not regularly aware of similarities in shapes in the environment. Children respond to instructions, such as 'put the parachute down' but use limited positional language during free play.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children are curious and explore how things happen, for example in planting and cooking activities and with toys such as a marble run. However, their choice of construction materials to investigate is limited on some days. Children are keen to explore technology through operating the computer and everyday items including 'telephones'. They enthusiastically share significant family events, such as the birth of a new baby, and clearly express their feelings when recalling that day's activities.

### **PHYSICAL DEVELOPMENT**

Judgement:	Generally Good
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Children show good awareness of their bodily needs. Some regularly pour their own drinks. However, not all children develop sufficient strength and co-ordination with one-handed tools. Children move freely in the spacious premises, being aware of obstacles and others. They are particularly skilful at repeating movements and can stop with the music. Children use a range of large equipment to push and pull. They regularly practise skills, such as aiming and catching with small equipment.

### **CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children have regular opportunities to distinguish colour and explore textures, for example with fluorescent paint and collage materials to create 'firework' pictures. However, some rarely visit these activities, and natural materials, including water, are not regularly available in colder weather. Children are keen to role-play in the 'house' or 'shop' and enjoy any adult support given. They eagerly join in favourite songs and actions, clapping and playing instruments to rhythms of the music.

**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**

- consider the group's routine to encourage all children to participate in a wider variety of self-chosen challenges
- extend the use of resources to enable children to listen to stories on a one-to-one basis and in small groups, and to engage in a wider range of activities to develop hand-eye co-ordination.

*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.*