



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 113813

DfES Number: 549064

### INSPECTION DETAILS

Inspection Date	20/10/2003
Inspector Name	Ann Long

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Warren Playgroup
Setting Address	Warren Playgroup Church House Henfield West Sussex BN5 9RP

### REGISTERED PROVIDER DETAILS

Name	The Committee of Warren Playgroup
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### ORGANISATION DETAILS

Name	Warren Playgroup
Address	Church House Henfield West Sussex BN5 9RP

## 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

Warren Playgroup is a voluntary organisation which is run by a parent committee. It operates from a church hall in Henfield and serves the local area. Outside play is provided at the rear of the building or in the nearby vicarage garden.

Registration is for full day care and there are currently 28 children from two years to five years on roll. This includes 18 funded three year olds. Children attend for a variety of sessions. Two children have special needs and the group supports two children who speak English as an additional language.

The group opens five days a week during school term time.

Nine part time staff work with the children, including two who are bank staff. Three have early years qualifications. One member of staff is currently on a training programme and two staff are booked into a training programme which is scheduled to commence in early 2004. The setting receives support from a mentor from the Early Years Development and Childcare Partnership (EYDCP).

### How good is the Day Care?

The Warren Playgroup provides satisfactory care for children. It is a welcoming facility and space is used effectively to provide children with suitable play areas. A high ratio of staff enables good supervision of the children at all times. There is an ample range of toys and equipment for indoor and outdoor play. Documentation and procedures to support the organisation of the day care are currently being reviewed and updated by the manager.

Consideration is given to the safety of the children with daily risk assessments and periodic fire drills taking place. Most of the staff have first aid training and there are appropriate procedures to record accidents and medication. Effective hygiene measures are in place. Suitable snacks are provided for the children and packed lunches are stored appropriately. Children are encouraged to have regular drinks, especially during warmer weather. Staff have good knowledge of children as

individuals and cater for children with special needs. Most of the staff have attended training in child protection procedures and all of the staff are familiar with their role and responsibilities.

Staff work closely with the children and help them develop socially, physically and emotionally. However, staff must allow children greater degrees of independence. Planned activities are enjoyed by all the children. A music teacher visits once a week and the children eagerly participate. Individual parents are encouraged to come into a designated session and share with the children their interests or skills. Children behave well and respond to clear and sensitive guidance.

Parents are made very welcome by the staff, allowing for daily exchanges of information about the children. Copies of policies and procedures are displayed on a large notice board together with other important information. Regular news letters are distributed to keep parents informed. All records are stored securely and confidentiality is respected.

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

Not applicable

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

- Examples of children's art work and collage are clearly displayed in the hall, making children feel welcome.
- There is a good range of toys and equipment available and children have freedom to choose activities.
- Security arrangements within the building ensure the safe arrival and departure of the children.
- Staff are vigilant in meeting the needs of children with special dietary needs.
- Staff are interested in the children and have knowledge of them as individuals.
- Children are praised and encouraged to be well behaved by sensitive and appropriate methods.

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

- the lost or uncollected child statement;
- the induction of new staff;
- the encouragement of children's independence;
- the maintenance of a comfortable temperature in the premises;
- the completion of the medication book.

**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
3	encourage children's independence
2	extend the procedures for lost or uncollected children
2	introduce an induction programme for new members of staff
4	ensure that the premises are maintained at an adequate and comfortable temperature
7	make sure that entries in the medication book are dated

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

### How effective is the nursery education?

The provision for nursery education at the Warren playgroup is acceptable but has some significant areas for improvement. Children make generally good progress towards the early learning goals in personal, social and emotional development and in knowledge and understanding of the world, but there are significant weaknesses in all other areas of learning.

The teaching in the playgroup has significant weaknesses. Staff work directly with the children most of the time, they engage them in conversation, listen to what they say and know them well. Children's developmental records have been introduced with support from the Early Years Development Childcare Partnership. However, planning and assessment systems do not show what children are to do, what they will learn, what they achieve and what they need to do next. The organisation of some activities does not meet the needs of all children. Unclear objectives and lack of planning for progression mean activities are often repetitive; they do not challenge older children or are too demanding for younger children.

The leadership and management of the playgroup have significant weaknesses. The recently appointed manager has identified the current strengths and weaknesses in the provision. She is identifying and prioritising training needs. There are no systems in place to ensure staff have sufficient knowledge and understanding of the foundation stage of education or to monitor and evaluate the educational provision offered.

The partnership with parents and carers is generally good. Staff provide good quality information to parents, make them welcome, and encourage them to become actively involved in the playgroup. Parents volunteer to share their knowledge and expertise with the children. Staff provide good opportunities for parents to learn about what their children do at playgroup and their progress through termly open mornings and a well attended annual 'Meet the Teacher' evening.

### What is being done well?

- Children's personal, social and emotional development is good. They are sociable, considerate and caring. The care shown by older children towards younger reflects the way the staff behave towards the children.
- Staff create very good relationships with parents who value the friendly, approachable atmosphere. They give parents good information about the playgroup and how they can contribute towards their child's learning.

### What needs to be improved?

- planning, assessment and record systems to show clearly what children are

to do and learn, what they achieve and what they need to do next;

- staff training to ensure all staff working with funded children have a thorough understanding of the foundation stage of education;
- the monitoring and evaluation of the quality and effectiveness of the teaching;
- the organisation of teaching groups to ensure the needs of all children are met.

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

The playgroup has made limited progress since the last inspection. Partnership with parents has improved. Children now have a named key worker who maintains records and liaises with parents. There are formal and informal arrangements for the exchange of information between parents and staff on children's progress. These take into account the needs of parents who are working during the day. A system of developmental records has been introduced but is not yet fully implemented. Some staff are not convinced of its value. Staff lack understanding of how to plan and teach a suitable programme to support children's learning. Plans and assessments are not linked to the early learning goals and the stepping stones. As a result provision is variable. Activities are repetitive and lack challenge for older children or are not suitably adapted to meet the needs of the younger ones.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children show positive attitudes towards each other and to their learning, they participate enthusiastically, and choose activities confidently. They organise their own games and are caring and considerate towards each other. Staff intervene quickly to show children how to behave well and behaviour is generally good. Staff encourage children's independence in personal hygiene. Plans do not show how children's personal, social and emotional development is promoted.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Significant Weaknesses
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Children show very good verbal skills. They discuss, negotiate and plan complex games. They enjoy listening to stories in small and large groups. Children learn about the initial sounds of their names but there are no systematic plans to show how they make progress. Staff do not always model correct letter formation when teaching children to write their names. Activities such as role play are not extended to include opportunities to read and write for different purposes.

### MATHEMATICAL DEVELOPMENT

Judgement:	Significant Weaknesses
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Staff use incidental learning opportunities to teach children to count and to compare numbers. However, the development of children's understanding and enjoyment of shape and number is not incorporated into planned activities. The failure to link activities to the stepping stones and early learning goals leads to haphazard provision, unclear learning objectives and repetitive, ineffective teaching.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children have many planned opportunities to observe and compare things around them. There is generally good provision for learning about technology. Children find out about the world and begin to understand the passage of time from their own experiences and environment. However, inadequate plans and unclear objectives limit the development of design and making skills. Plans do not show how children develop an understanding of their own and others' beliefs.

### PHYSICAL DEVELOPMENT

Judgement:	Significant Weaknesses
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Children have regular opportunities for physical play. They climb and slide, ride tricycles, and throw and catch. They do not often play outside. Plans do not show a range of opportunities to develop fine motor skills. Many activities are repetitive and plans do not show clearly how children make progress. Children do not practice real life skills such as pouring and serving their own drinks, laying or wiping tables, moving their own chairs or sweeping the floor.

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Significant Weaknesses
Children have opportunities to work with different materials, they paint and model, cut and stick to make two and three dimensional works. They explore sound and rhythm with an electronic keyboard and have regular opportunities to sing together. Many activities are adult directed with preplanned outcomes, and allow children little scope to express their own ideas. Plans are limited and do not show how children make progress and develop their skills.	
<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>	



## **OUTCOME OF THE INSPECTION**

The provision is acceptable but has some significant areas for improvement. Children progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

## **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- improve planning, assessment and record systems to show clearly what children are to do and learn, what they achieve and what they need to do next;
- plan and implement a programme of staff training to ensure all staff working with funded children have a thorough understanding of the foundation stage of education;
- introduce a system to monitor and evaluate the quality and effectiveness of the teaching;
- improve the organisation of teaching groups to ensure the needs of all children are met.

*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.*