



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 253115

DfES Number: 513181

### INSPECTION DETAILS

Inspection Date	16/06/2004
Inspector Name	Diana Pidgeon

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Bramcote Pre School Playgroup
Setting Address	Bramcote Memorial Hall Church Street Bramcote Nottinghamshire NG9 3HD

### REGISTERED PROVIDER DETAILS

Name

### ORGANISATION DETAILS

Name	Carole Jacques & Karen Lilian Morley
Address	Bramcote Memorial Hall Church Street Bramcote, Beeston Nottingham NG9 3HD

## 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

Bramcote Playgroup opened in 1965. It operates from the Bramcote Memorial Hall which is situated in Bramcote Village. It is close to one of the main roads leading in to Nottingham city centre. The playgroup has access to the main hall, committee room, community room, kitchen, toilets and an enclosed outdoor play space. It mainly serves the local urban community of mixed social and economic backgrounds.

There are currently 35 children from 2 years to 4 years on roll. This includes 3 funded 3-year-olds and 16 funded 4-year-olds. The playgroup supports 2 children with special educational needs and 1 who speaks English as an additional language. Sessions open from 09:15 to 12:00, Monday to Friday, during school term times only. Children attend for a variety of sessions.

There are a total of eight staff who work with the children, five of whom are present each session. There are five staff who hold relevant childcare qualifications to National Vocational Qualification level three. A further staff member is currently working towards a recognised award. The playgroup is a member of the Pre-School Learning Alliance. Staff receives the support of a teacher from the Nottinghamshire Early Years Development and Childcare Partnership.

### How good is the Day Care?

Bramcote Pre-School Playgroup provides good quality care for children. Effective organisation ensures there are sufficient staff working directly with the children to meet their individual needs and to support less confident children. Positive relationships are established between the staff and the children and this ensures children are happy and settled. The spacious premises are used effectively to offer children opportunities to be active and to concentrate without interruption.

Staff supervise the children well and are very aware of potential hazards so that children are kept safe. All staff show a clear awareness of the child protection procedures. Children's good health is promoted through generally high standards of

hygiene. Individual health needs are clearly recorded and training is undertaken by staff to ensure they are able to deal with any emergencies arising. Records relating to accidents and medication given are mostly suitable and show adequate detail. Children enjoy a small snack during session times, which meets their dietary needs.

A wide range of worthwhile activities is planned on a daily basis and encourages children to learn through play. The environment is stimulating and children move around activities selecting resources freely. Staff support children well and offer help and guidance according to children's individual needs. Children with special needs are fully included in all activities. The pre-school uses a wide range of excellent resources, which includes opportunities for children to learn to appreciate diversity. Staff skilfully promote children's good behaviour and help them to understand the expectations of the group.

The pre-school develops positive relationships with parents. A good range of written information is available to them. Staff ensure they are available at each end of the session to exchange information about the care of the children. All documentation that is required to be held is in place and well organised.

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

At the last inspection the pre-school agreed to update the child protection statement to include procedures to be followed in the event of an allegation being made against a member of staff or volunteer. This ensures any incident would be dealt with appropriately, which improves the overall safety for children.

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

- Children learn through a broad range of well-planned activities based around their free play. Skilled staff interaction extends children and helps them to learn appropriate to their individual stages of development.
- All children are welcomed and included. Positive steps such as the use of signing, picture labels and adaptations to some activities enables all children to fully participate in the sessions.
- Children's behaviour is promoted skilfully by all the staff. They act as good role models and help children to learn what is expected of them. All children are praised and rewarded for their co-operation and efforts, which promotes their self-esteem.
- Staff organise their time and the environment well to ensure children are supported in their play. Small group activities ensure stories, games and challenges are suitable for the children taking part. This allows older or more able children to be extended, while younger ones have opportunities to acquire new skills. Staff interaction in all areas helps develop children's communication, vocabulary and social skills.

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

- the medication record, to ensure that, where parents have given consent for medication to be administered if needed, it is clearly recorded that none was given when it has not been needed.

### 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	Review the recording of medication to ensure clear information is retained.

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

### How effective is the nursery education?

Bramcote Pre-School Playgroup provides high quality nursery education where children make very good progress towards the early learning goals. Children show enthusiasm for and are keen to participate in the many exciting activities they are presented with.

The quality of teaching is very good. Effective teaching and good teamwork have a significant impact on children's learning. Staff interact skilfully with the children, supporting their play and ensuring all children, including those who have special educational needs or speak English as an additional language, are making good progress. Staff have a secure understanding of the Foundation Stage. They plan an interesting, balanced curriculum where all learning opportunities are fully exploited. The use of planning, evaluation, observation and assessment are very effective and provide a clear path for individual children's learning. Staff have high expectations of children's behaviour and act as positive role models for them.

The leadership and management of the pre-school are very good. The two owners, who work directly with the children, provide clear direction for the staff. They show commitment to improvement and welcome advice from specialists in all areas of childcare and education. Training is highly valued and staff share their own experiences of good practice.

The partnership with parents is very good. Parents speak highly of the group although not all are familiar with the many ways that exist for them to be involved in their child's learning. Comprehensive, good quality information is available about the setting and its educational provision. Workshops have been held to help parents appreciate how their child learns during the Foundation Stage. Information is shared through the notice board, newsletters and the accessibility of children's records. Staff exchange information with parents at the start and end of sessions.

### What is being done well?

- Effective teaching ensures children make very good progress in all areas of learning. High quality interaction from staff increases their knowledge, vocabulary and listening skills. Activities are adapted to meet children's individual learning needs and this ensures all children are suitably challenged.
- Staff skilfully encourage children to behave well and to show care and consideration to others. Children use good manners and show that they know what is expected of them, such as sitting quietly at registration time. In games and activities children share toys, co-operate with others and take turns. Children work well together in pairs to complete the number line or arrange the shape board.

- The planned activities interest and stimulate the children encouraging them to learn through play. Varied role-play areas, such as the ice-cream van, extend children's thinking and allow them to draw on real life experiences. A very good and varied range of activities is presented which ensure all children are happy and purposefully engaged at all times during the sessions.
- Children have many opportunities to see print in the pre-school. They readily identify their names on cards as they arrive and hang them on the board to show that they are present. Children read familiar words around them and show a love of stories and books. Children handle books with care and sit quietly on the mat to look carefully at them. Children appreciate the wide range of books available which include stories, facts and books of photographs showing playgroup events.

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

- parents understanding of ways they can be involved in their child's learning and informed of their achievements

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

Very good progress has been made since the last inspection. Significant improvements have been made that address both of the key issues raised.

Additional resources have been purchased to increase children's opportunities to use technological equipment and programmable toys within their play. Children now have daily use of two computers with an extensive range of software that promotes other areas of learning. Children demonstrate a good understanding of working the equipment and older children help those less able by demonstrating mouse skills and offering advice. Programmable and interactive toys are used effectively within all areas of children's play.

Opportunities for 4-year-olds to recognise and form letters of the alphabet have been increased. Many alphabet displays and words around the room encourage children to recognise both upper and lower case letters. Children link sounds and letters confidently and reproduce letters carefully in the writing area or to label their work. There are many opportunities for children to write purposefully within their play and staff support children to form letters correctly.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are eager to learn and are well motivated. They show confidence in their surroundings and build good relationships with staff and each other. They are developing independence and make their own decisions about what they wish to do. Children concentrate well and persevere with their chosen tasks. Behaviour is very good. Children use good manners and are developing a sense of right and wrong. They share, co-operate and take turns. Older children show care and concern for others.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children speak confidently. They use language to express their ideas and thoughts. They enjoy stories and often read for their own pleasure, handling books carefully. All children explore mark making and experiment with writing in their play. Many children write recognisable letters and all are beginning to link sounds and letters together. All children recognise their names and many attempt to label their work. Children's listening skills are developing well.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children develop a good understanding of number through practical experiences. They count, recognise numerals and use number names confidently. Older children calculate through everyday experiences and are beginning to find one more and one less. All children sort, match and explore shape, space and size effectively through a wealth of activities. Older children confidently use positional language and make comparisons. More able children are challenged effectively.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have very good opportunities to explore and investigate independently. They select resources, tools and materials happily as they design and make. They practise and develop these skills. Children confidently use technology and operate the computers with ease. They observe changes in the seasons, past events, the natural world and learn about the local environment. Themes and resources help children appreciate their own and other cultures.

## **PHYSICAL DEVELOPMENT**

Judgement: Very Good

Children move confidently and with control. Challenging equipment is available, which allows children to practise their skills in climbing, balancing and moving. Children carefully ride wheeled toys and push prams. They use a range of tools safely and with increasing control and competence. Activities are carefully adapted to meet the needs of all abilities so that children's skills are constantly enhanced. Children are developing an awareness of the effect exercise has on their bodies.

## **CREATIVE DEVELOPMENT**

Judgement: Very Good

Children have very good access to a range of media and materials and are encouraged to express their own ideas. The creative trolley allows children excellent opportunities to create freely. They recognise and name colours and explore with all their senses. All children enjoy role-play and make excellent use of the resources within the ice-cream van to extend all areas of learning. Children enjoy singing and participate enthusiastically in musical sessions.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**



## OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- continue to build on the partnership with parents by ensuring all parents are aware of the ways in which they can be involved in their child's learning and informed of their child's achievements.

*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.*