



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 205431

DfES Number:

### INSPECTION DETAILS

Inspection Date 10/07/2003  
Inspector Name Olwen Pulker

### SETTING DETAILS

Day Care Type Full Day Care, Out of School Day Care, Sessional Day Care  
Setting Name Hokey Cokey Playgroup and Railway Children Kids Club  
Setting Address The Railway Children Child Care Centre  
Station Approach, Comberton Hill  
Kidderminster  
Worcestershire  
DY10 1QX

### REGISTERED PROVIDER DETAILS

Name Hokey Cokey Playgroup and Railway Children Kids Cl

### ORGANISATION DETAILS

Name Hokey Cokey Playgroup and Railway Children Kids Cl  
Address The Railway Children Child Care Centre  
Station Approach  
Comberton Hill  
Kidderminster  
DY10 1QX

## 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

Hokey Cokey Playgroup and The Railway Children Kids Club opened in these premises 1995. They operate from their own building which has separate areas for babies, toddlers, pre-school and out of school children. It has an enclosed all weather outdoor play area and is accessible to wheelchairs users. The group is a registered charity and has a voluntary management committee that includes parents.

It is situated adjacent to Kidderminster and the Severn Valley Railway stations and is within walking distance of the town centre and Lea Street, St George's and St Ambrose First Schools. Ten pre-schools and schools, including those in nearby rural areas, are served on foot or in vehicles. There are allocated parking spaces for parents dropping off and collecting children. The group serves a wide geographical area, and a diverse cultural and economic community.

There are currently 115 children from three months to 13 years on roll. This includes 31 nursery education funded three year olds and nine nursery education funded four year olds. Children attend for a variety of sessions. The group supports children with special educational needs (SEN) and those with English as an additional language (EAL).

The group opens five days a week all year round between 08:00 and 17:30 (before and after by arrangement). Half and part day sessions are available.

Twenty full and part time staff work with the children. More than 50% have relevant early years and childcare qualifications and 40% are currently on training programmes. In addition, 75% of staff have relevant first aid training. Students attend on placement from local colleges and there is an in-house National Vocational Qualification assessor. The setting receives support from a mentor teacher from the Early Years and Childcare Partnership (EYDCP), has achieved the Pre-School Learning Alliance Quality Accreditation Award, and belongs to the Wyre Forest Play Forum and a nursery education provider's group.

### **How good is the Day Care?**

Hokey Cokey Playgroup and The Railway Children Kids Club provide good quality care for children.

The premises are clean, child friendly and attractive to children. Staff supervise the children well and there are routines in place for ensuring the premises are clean. Most aspects of safety are good, but some lapses observed. Staff promote children's health and personal hygiene well.

Staff organise the environment effectively so that the needs of the children are mostly met, with an area for improvement identified in the pre-school room. Staff have time to play with and talk and listen to children. Activities are varied and interesting to children. They are paced to give times for rest and active play.

Children are happy, sociable, secure and confident. They behave well in response to the clear consistent boundaries set by staff.

Relationships with parents are good. Information for parents is presented in an attractive, accessible and friendly way. There are daily opportunities for information sharing as well as comprehensive written records to obtain information about children's needs and keeping parents informed.

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

At the last inspection, the manager agreed to set out an action plan regarding qualification for supervisory staff.

Staff are currently working towards qualifications, appropriate for the care or development of children, required of supervisory staff.

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

- Staff work flexibly and well together as a team. Good deployment means they are able to plan for and respond to children's individual needs.
- Staff consistently and positively interact with the children to encourage their interest, involvement and learning.
- There is a good range of practical play activities, which are varied and interesting to children.
- Staff set clear boundaries for behaviour and praise children frequently so that children behave well, are secure, confident and sociable.
- Relationships and communication with parents are good with effective systems in place to ensure safety and consistency for the children.

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

- accessible storage of books and organisation of space giving children opportunities to read in small groups (pre-school room);
- security of the outdoor play area to ensure that children cannot leave it unsupervised;
- safety of play items ensuring children only have access to resources which are safe and in good condition;
- the provision of shade in the outside play area.

### 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
5	ensure that toys are well maintained and safe.
6	make sure that premises are secure and that children are unable to leave them unsupervised.

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

### How effective is the nursery education?

Hokey Cokey Playgroup offers good nursery education where children are making generally good progress towards the early learning goals (elgs). They make very good progress in some areas of learning.

Teaching is generally good with some very good aspects. Staff have a good understanding of the Foundation Stage curriculum and provide practical, interesting, well-balanced play and learning activities that children enjoy so that they make good progress in all areas of learning. Space and resources are generally well planned, are used to support children's learning, and promote the inclusion of all children and their developing independence. Children's access to books in small groups or alone is limited at present. Children behave very well in response to calm, consistent boundaries and sensitive support of staff.

There are effective systems in place for recording children's progress towards the elgs and for supporting all children to improve their skills in liaison with parents or other agencies if necessary. Staff give good support to children who do not use English as their first language or who have special educational needs and help them to join in the full range of activities. However, no words of children's home languages are spoken or written in the setting and children do not always have the opportunity to follow up their ideas.

Leadership and management are very good. The playgroup benefits from experienced leadership and a well-trained staff team who work very well together to continuously improve the setting. Staff training and development is encouraged and valued so that staff are knowledgeable about how children learn.

Partnership with parents is generally good with effective procedures in place for sharing information about what children are doing and how they are progressing. There are plans to improve these further. Parents are involved in all aspects of the playgroup.

### What is being done well?

- Staff plan and provide a wide range of practical play activities which children enjoy so that they make good progress in all areas of learning.
- Children with EAL and SEN make good progress because of knowledgeable and sensitive support by staff and careful liaison with parents to ensure that children's needs are met.
- Children are confident and sociable. They behave very well and have good relationships with each other and staff members.
- Children are expressive, communicative and imaginative. They are

developing very good physical skills and growing independence in making choices and looking after themselves.

- Relationships with parents are good and all children and families are welcomed and valued.
- Self-assessment is good so that management and staff are able to identify and action improvements in the setting to enhance children's learning.

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

- opportunities for children to enjoy books in small groups or alone;
- opportunities for children who use English as a second language to value their home language;
- opportunities for children to develop their ideas and discoveries.

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

The last inspection highlighted one key issue and the setting has made very good progress in addressing it.

The setting was asked to develop more opportunities for four-year-olds to gain practical experience of simple addition and subtraction in everyday situations and in their play.

There are now many opportunities for children to learn about adding and subtracting in practical play activities and routines, such as taking away the number of beakers to give the correct number for the children at a table at snack time or adding the number of bricks from two boxes together.

The setting identified and implemented it's own improvement to the layout of the room so that children have better access to resources and are able to be more independent.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are making very good progress in personal, social and emotional development. They are very independent, confident, secure and sociable. They have good relationships with the staff and each other. They play co-operatively, sharing and taking turns in activities. They are making good progress in developing healthy and hygienic practices, and behave very well.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children are making generally good progress in communication, language and literacy. They are expressive, listen carefully to others and make contributions of their own. They are developing good skills when using paintbrushes, writing materials and recognising their names and some sounds. Children with EAL make good progress but do not see or hear examples of their home language. Children cannot always access a wide range of books or enjoy them undisturbed.

### MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children are making very good progress in mathematical development. They are developing growing competence in counting through everyday practical activities, songs, rhymes and stories. They use language to identify the positions of things, such as over and under the parachute. They are developing an understanding of weight and volume, addition and subtraction.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children are making generally good progress in knowledge and understanding of the world. They talk about what has happened and what might happen next. They are interested in the natural world and the people in their community including those with different occupations, religions, cultures and abilities. Four-year-olds use a computer to access educational activities with adult support. Children do not always have the opportunity to extend their own ideas or discoveries.

### PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children are making very good progress in their physical development. They are very competent with large and small tools and equipment. They are very aware of space and skilful in using it carefully and imaginatively. They are developing very good independence in keeping themselves healthy and safe.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children are making very good progress in their creative development. They are very imaginative and creative. They use a variety of ways to freely express themselves. They enjoy exploring rhythm and sounds with musical instruments and singing. They use role-play to act out actual or imagined experiences.	
<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>	



## **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**

- review the organisation and resourcing of the book area to improve the opportunities for children to access books individually or in small groups;
- extend the support given to children with EAL so that their home language is available;
- improve the opportunities for children to extend and explore their own ideas and discoveries.

*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.*