



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 106069

DfES Number: 515678

### INSPECTION DETAILS

Inspection Date	17/11/2003
Inspector Name	Heather Morgan

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Withycombe Raleigh Playgroup
Setting Address	Parish Church Hall Withycombe Village Road EXMOUTH Devon EX8 3AE

### REGISTERED PROVIDER DETAILS

Name	The Committee of Withycombe Raleigh Playgroup
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### ORGANISATION DETAILS

Name	Withycombe Raleigh Playgroup
Address	Parish Church Hall Withycombe Village Road Exmouth Devon EX8 3AE

## 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

Withycombe Raleigh Playgroup is run by a committee of elected parents. It has been established since 1965 and operates from the parish church hall in Withycombe Raleigh, Exmouth. Most activities take place in the large hall and smaller, adjacent room. They also have access to toilet facilities, a kitchen and an enclosed outdoor play area.

The playgroup is open from 9:15 to 11:45 am on Mondays to Fridays, during term-time only. There is a lunch club between 11:45 am and 12:45 pm on Tuesdays and the group plan to extend this facility by offering another day.

There are currently 45 children on roll, 15 of whom are funded three-year-olds and 23 of whom are funded four-year-olds. The group supports children with special educational needs. At present there are no children attending for whom English is an additional language.

Nine members of staff work with the children, four of whom hold a relevant early years qualification. Two members of staff are currently working towards a Level 2 qualification in early years and childcare.

The playgroup is a member of the Pre-School Learning Alliance, through whom they access training and support. They are also supported by the Devon pre-school education adviser.

### How good is the Day Care?

Withycombe Raleigh Playgroup provides good quality care for children.

Staff use resources well to create a well-organised, bright, welcoming environment for children and their parents. Their operational plan generally works well to underpin their good practice although some policies require further clarification.

Good teamwork and effective keyworker system enable staff to get to know the children well and respond to their individual needs. Staff pay good attention to safety

issues and take appropriate steps to reduce risks to children. They ensure that children's dietary needs are met and that they have regular access to drinks, as well as their mid-morning snack.

Staff plan an interesting and varied programme of activities to support children's development and progress. Children enthusiastically choose and use resources appropriately and respond well to the regular praise and encouragement they receive from staff. Children with special needs are well supported by an individually tailored plan of activities, effective teamwork and good liaison with other professionals.

There is a good partnership with parents. They are encouraged to become actively involved with the group by helping their children to settle and volunteering to help at sessions. They receive good information about the operation of the group in a variety of ways.

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

Since the last inspection the group have developed a comprehensive child protection policy, although further clarification is needed regarding procedures to be followed if an allegation is made against a member of staff or volunteer.

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

- Staff plan an interesting and stimulating range of activities that support children's progress and development.
- Staff use resources well to create a bright, welcoming environment for children and their parents.
- Staff pay good attention to safety issues and take appropriate steps to reduce hazards and risks to children.
- Good support is given to children with special needs.

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

- Use of the accident book, to ensure that parents acknowledge all entries.
- The complaints procedures, to clarify parents' right to contact Ofsted if they wish.
- The child protection policy, to clarify procedures to be followed in the event of an allegation being made against a member of staff or volunteer.

#### **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
14	Review and amend policies to clarify parents' rights to make complaints to Ofsted and procedures to be followed in the event of an allegation being made against a member of staff or volunteer.

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

### How effective is the nursery education?

Withycombe Raleigh Playgroup offers good quality nursery education overall. Children are making very good progress towards the early learning goals in personal, social and emotional development, knowledge and understanding of the world, and physical and creative development. They are making generally good progress in communication, language and literacy and in mathematical development.

Teaching is generally good and staff form good relationships with the children. Through comprehensive planning staff offer a programme of practical activities that enable children to develop skills in all areas of learning. There is an appropriate balance of child-initiated and adult-initiated activities. A high adult to child ratio enables staff to work with children in small groups and on an individual basis. Staff interact well with children to support their learning but sometimes for more able children do not build on what the children already know nor offer appropriate challenges, especially in maths and emergent writing skills. Staff observe and assess the children's progress, however assessments are not based on the early learning goals and do not clearly show children's progress over time. Provision for children identified as having special educational needs is very good.

Leadership and management are generally good. The committee supports the staff well, for example, by recognising the importance of non-contact time for meetings, planning and training. All three group leaders are enthusiastic and committed to evaluating and developing the educational provision. They seek advice from Early Years advisors and all staff regularly update their knowledge through training. One area staff have identified for development is the link between the rising fives group and the overall provision.

The partnership with parents is generally good and parents receive good written information on the content of the programme. They receive and share information on their children's progress.

### What is being done well?

- Staff promote children's personal, social and emotional development very well. Children are developing confidence and independence and their behaviour is good.
- Children freely express their thoughts, ideas and past experiences in art, music, role-play and conversations.
- Children have many opportunities to be physically active and develop control and co-ordination. They use a range of tools skilfully and safely for a variety of purposes.

- Support for children with special educational needs is very good. Effective individual plans and monitoring ensures that their needs are met.

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

- the assessment system so that it links to the early learning goals and stepping stones.
- the use of assessments to show children's progress over time.
- the challenges for more able children.

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

The playgroup has made very good progress since the last nursery inspection. The playgroup was asked to address three key issues. The first key issue was to extend the children's opportunities to have access to examples of their names. The playgroup has successfully addressed this by using name labels in routine activities such as snack time and on children's work trays and by routinely labelling work. As a result children regularly see, recognise and copy their names.

The second issue was to develop further the opportunities for children to listen to and appreciate music. The staff have attended training, purchased additional resources and music is regularly included in the programme to broaden children's experiences. When learning about Diwali, for example, the children listened and responded to Indian music.

The third key issue was to ensure that the plans show the aims of the sessions and are made available to all adults. This has been successfully addressed by the display of daily plans which clearly show the learning objective of particular activities, including information on appropriate adult support. Additional laminated sheets explaining how children learn from particular regular activities are also on display and reinforce the guidance on how helpers can best encourage children's learning.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children's self-esteem is promoted well as they help with routine tasks such as serving snacks. Children show good levels of personal independence as they pour their own drinks. Children work together well in groups and show good levels of involvement in self-selected activities. Behaviour is good.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children communicate confidently with each other and with adults. They are introduced to and use a widening vocabulary. Children are making good progress at identifying letters and matching letters to sounds. They handle books confidently and know that words have meaning. All children enjoy practising their early writing skills in a variety of meaningful situations. More able children are not consistently extending these skills appropriately.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Maths is integrated well into everyday routines and play. Children count accurately and are able to estimate numbers, such as how many biscuits are needed. They use mathematical language of size, shape, quantity and position regularly as they play. Challenges for more able children do not consistently build on what children know.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children explore and investigate features of the natural world using all their senses. Children learn about the world and some of its features through the local environment, outings and visitors to the preschool. They regularly build and create for a purpose using a wide range of commercial and natural materials. They are learning about different cultures and beliefs by celebrating a range of different festivals.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are developing co-ordination and control of their bodies in indoor and outdoor activities. They use large and small equipment with developing skill. They also develop the ability to handle tools with control. As they help stir the play dough mixture they are developing their hand and wrist muscles. Children learn about health and bodily awareness in many different ways. For example, they learn about the importance of skin as they investigate tree bark.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children use their imagination well in role-play and in creating stories as they play, for example as they move vehicles in a mathematical activity. Children use their own ideas to be creative with a wide range of media. They enjoy mixing different media such as when creating cabbage leaf prints on dough and adding other natural materials. Children sing songs from memory and they enjoy responding to music and using musical instruments.	

**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**

- improve the use of assessments to show how children are making progress through the stepping stones to the early learning goals
- ensure that planned activities for older children build on what children already know and offer appropriate challenges.

*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.*