



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 218200

DfES Number: 539806

### INSPECTION DETAILS

Inspection Date	24/02/2004
Inspector Name	Christine Holmes

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	PENNYMOOR PRE-SCHOOL NURSERY
Setting Address	Community Centre Pennymoor Road, Stonydelph Tamworth Staffordshire B77 4LG

### REGISTERED PROVIDER DETAILS

Name	The Committee of PENNYMOOR PLAYGROUP COMMITTEE
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### ORGANISATION DETAILS

Name	PENNYMOOR PLAYGROUP COMMITTEE
Address	Community Centre Pennymoor Road, Stonydelph Tamworth Staffordshire B77 4LG

## 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

Pennymoor Pre-school Nursery opened in 1981. It operates from a large hall and small room in a community centre on a large urban housing estate in Tamworth. The playgroup serves the local area.

There are currently 35 children from 2 years 9 months to 4 years on roll. This includes 21 funded 3-year-olds and 3 funded 4-year-olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs.

The group opens five days a week during term time. Sessions are from 09:00 until 12:50.

There are eight staff who work with the children. Over half have early years qualifications. The setting receives support from a teacher from the Early Years Development and Childcare Partnership.

### How good is the Day Care?

Pennymoor Pre-school Nursery provides satisfactory care for children. It provides a welcoming environment for children and parents. There is a wide range of resources available, including a range of toys, which promote equality of opportunity and anti-discriminatory practice. Although the use of space and the deployment of staff is not always effective the day is organised to give a balance of interesting activities. Most documentation is in place.

All areas for promoting health and hygiene are good and are reinforced through the daily routine. A risk assessment has been completed and necessary steps have been taken to minimise most identified potential hazards. Children's dietary needs are met well. Staff have a clear understanding of the importance of equality issues for young children and identify their individual needs well.

Staff plan a wide range of interesting activities, which promote children's learning

and imagination in order to give them a wide range of experiences. Although there is a very positive written behaviour management policy, this is not always consistently implemented by staff.

The partnership with parents is good. Staff work closely with parents and there are good opportunities for parents to receive and discuss information about the provision and children's development. There are good links between home and nursery.

<b>What has improved since the last inspection?</b>
Not applicable, as there were no actions raised at the last inspection.

<b>What is being done well?</b>
<ul style="list-style-type: none"><li>● The staff have created a very welcoming environment for children and parents. Children's work is displayed and there is a wide range of information on display for parents. A range of interesting activities are arranged for children's arrival.</li><li>● The provision for children with special needs is good. Staff liaise with parents and other professionals to ensure that individual needs are identified.</li><li>● The staff promote good relationships with the parents. All children have key workers who exchange information with parents. Parents are invited to open evenings to view written assessments of their children. Parents are encouraged to participate in their children's learning through the book library and helping their children to recognise their name label for registration time.</li></ul>



<b>What needs to be improved?</b>
<ul style="list-style-type: none"><li>● the organisation of space and resources to ensure they meet the children's needs throughout the session;</li><li>● the provision of a policy and procedure to be followed in the event of a child being lost</li><li>● the provision of a policy and procedure to be followed in the event of an allegation being made against a member of staff</li><li>● the implementation of the playgroup's written behaviour management policy.</li></ul>



<b>Outcome of the inspection</b>
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 must take the following actions by the date shown

Std	Action	Date
11	Ensure all staff implement the behaviour management policy.	08/03/2004
2	Devise a procedure to be followed in the event of a child being lost.	08/03/2004
2	Ensure space and resources are effectively organised to meet the children's needs throughout the session.	08/03/2004
13	Ensure that the child protection procedure for the nursery complies with local Area Child Protection Committee (ACPC) procedures. In this case, include procedure in the event of allegations being made against a member of staff.	08/03/2004

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

### How effective is the nursery education?

Pennymoor Pre-school Nursery offers good quality provision overall which helps children to make generally good progress towards the early learning goals in most areas. However, there are significant weaknesses in children's progress in personal, social and emotional development.

Teaching is generally good. Staff do not always effectively manage children's behaviour. Most staff have a good knowledge of the foundation stage and plan an interesting range of practical activities, which help children to learn. There is a good range of equipment to support children's learning in all areas.

Activities are not always extended to ensure there is sufficient challenge for more able children. Staff use assessment records well to identify the progress children are making towards the early learning goals. They provide generally good support to children with special educational needs.

Leadership and management is generally good, although the provision does not always assess all of its own strengths and weaknesses. They are currently taking part in an Accreditation Scheme to improve their practices. There are good opportunities provided for staff development. Staff have regular meetings to plan and have a annual appraisals.

Partnership with parents is generally good. Parents are well informed about the pre-school's ethos and curriculum and are encouraged to be involved in their children's learning through taking library books home. Children's progress is shared with parents and open evenings are provided for parents to view their child's assessment records.

### What is being done well?

- Staff plan an interesting range of activities, which help children learn in all areas.
- Partnership with parents is good. Parents are well informed about the nursery ethos and curriculum. They are encouraged to be involved in their child's learning through taking library books home. There are open evenings where parents can view their child's assessment records.
- Children access a wide range of large and small equipment to develop fine motor and gross motor skills. They are using scissors with increasing competence. Children are able to use a scooter with confidence.
- There are good opportunities for children to learn about the world in which they live. They have discovered how caterpillars change into butterflies and how tadpoles turn into frogs.

- Children's space and shape recognition is good. Children competently match shapes to spaces in jigsaws. Children learn positional language, in front and next to, under over and through.

**What needs to be improved?**

- the implementation of the behaviour management policy by all staff.
- the challenges set for more able children in all the 6 learning areas.
- the arrangements in place to assess the settings own strengths and weaknesses.

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

Not applicable, as this is the first inspection.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Significant Weaknesses
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Children are developing a good sense of community, are confident, motivated to learn, show interest and can co-operate well with each other. Children do not always have appropriate, consistent behaviour boundaries set for them. They do not always receive praise and encouragement to encourage good behaviour and develop their self-esteem.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children are developing an enjoyment of stories, songs and rhymes. They are able to handle books correctly and some children can tell the story from the pictures. Children are developing a good understanding that print carries meaning and are beginning to link some sounds to letters. Children have limited opportunities to practise making marks for a reason, such as when playing in the role-play area.

### MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Some of the children can count up to eight. They are beginning to recognise numerals and basic shapes. Children competently match shapes to spaces in jigsaws. Children are able to use positional language, in front and next to. They are developing concepts of more than, less than and the same. Some children are able to recreate simple patterns. However, more able children have limited opportunities to extend their learning.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children know tadpoles turn into frogs and that caterpillars turn into butterflies. They plant seeds and watch them grow. Visits from people who help us help develop children's understanding. Children enjoy simple programmes on the computer and are learning to use the keyboard and mouse. They are developing understanding about their own and different cultures through the celebration of festivals.

### PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children access a wide range of large and small equipment to develop fine motor and gross motor skills. Some children are very competent when using a scooter. They are using pencils and scissors with increasing competence. Children enjoy developing their co-ordination and movement to music. They have a good understanding of personal hygiene, but have limited opportunities to explore the effect of exercise on their body.

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Generally Good
Children use a variety of media techniques to draw, paint and construct three dimensional objects and pictures. Children are able to recite nursery rhymes from memory in small group situations. Children enjoy exploring how music can be changed from fast to slow and loud to quiet. They enjoy playing imaginatively in the role-play area. Opportunities to develop creative ideas through role-play and story time are limited.	
<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**

### ● KEY ISSUES FOR ACTION

- In order to improve the quality and standards of the education provision the setting should:
- ensure the behaviour management policy is implemented consistently by all staff;
- improve the opportunities for more able children to be challenged to learn more in all the 6 learning areas;
- improve the arrangements in place to assess the provision's own strengths and weaknesses.

*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.*