



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 101673

DfES Number: 516589

### INSPECTION DETAILS

Inspection Date	04/11/2004
Inspector Name	Linda Janet Witts

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Painswick Playgroup
Setting Address	c/o The Croft School Churchill Way, Painswick, Glos GL6 6RQ

### REGISTERED PROVIDER DETAILS

Name	The Committee of Painswick Playgroup
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### ORGANISATION DETAILS

Name	Painswick Playgroup
Address	c/o The Croft School Churchill Way,, Painswick Glos GL6 6RQ

## 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

Painswick Playgroup opened in 1990 and is run by a voluntary management committee. It operates from a self-contained building within the grounds of The Croft School, surrounded by over four acres of grounds. It is located in the small town of Painswick near Stroud in Gloucestershire. The indoor accommodation comprises of a large play room, kitchen, cloakroom and toilet facilities. The playgroup has a secure outside grassed area, with a climbing structure and also has the use of the school playground and grounds.

The playgroup is open Monday to Friday, 09:00 to 12:00. It is registered to accept up to 24 children. Children are accepted from the age of two years nine months to five years. There are currently 30 children on roll, of whom there are 23 funded three-year-olds and one funded four-year-old. The group supports children with special educational needs. Children who attend live mainly within Painswick or surrounding villages.

A team of four staff are employed; they all hold early years qualifications, at level two or three. Parents of the children who attend also help out at the playgroup on a rota basis.

The playgroup is a member of the local Parent and Toddler Association (PATA) and receives teacher support from Gloucestershire's Sure Start Early Years Development and Childcare Partnership.

### How good is the Day Care?

Painswick Playgroup offers good quality care for children. Staff are enthusiastic, experienced individuals. They all hold or are working towards childcare qualifications at levels two or three. Staff are trained in first aid and child protection. The group is well organised; high adult: child ratios are maintained; a key carer system is implemented effectively and staff have a clear understanding of their roles and responsibilities. The premise is well maintained and attractively decorated. An excellent range of high quality equipment and resources is utilised well. Records are

well maintained. Policies and procedures have recently been reviewed and amendments drafted. These have not yet been made available to parents.

Supervision of children is very good. Staff ensure that children are kept safe within the indoor and outside environments. They have identified potential hazards and have taken action to minimise risks, but these are not documented. Good health and hygiene is actively promoted. Children enjoy the varied, nutritious snacks provided.

A broad range of activities is offered and staff have an excellent knowledge of children's individual needs, offering appropriate support of children's play. Children with special needs are supported well. Children are happy and engage enthusiastically in both freely chosen and adult-led activities. They are well behaved and staff are good role models. Non-stereotypical play is encouraged; the group has a good range of positive resources and activities are planned to promote cultural awareness. Visits and visitors also enhance children's play and learning.

Parents are welcomed into the group and staff value the support they give. Parents speak highly of all aspects of the playgroup. They describe staff as caring and friendly. Parents receive regular feedback about their children's progress. They are also encouraged to play an active role with the group through rota duties and by helping with fund-raising.

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

Improvement since the last inspection has been good. The group was asked to provide evidence of first aid training; to ensure that the group's equal opportunities policy shows how equality of opportunity and anti-discriminatory practice will be promoted and to ensure that a copy of the Code of Practice (2002) for the Identification and Assessment of Special Educational Needs is available on site. During this inspection visit evidence of up to date first aid training was seen. The group's equal opportunities policy has been extended accordingly and staff have access to a copy of the Code of Practice.

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

- Staff are caring and responsive to children's individual needs. They support play knowing when to play an active role and when to stand back and let children play freely. They pose questions to promote children's thinking, offer new vocabulary, talk with and listen to the children.
- The atmosphere within the playgroup is welcoming. It is clear that the group's ethos is that play and learning should be fun. The premise is an attractive child orientated play environment, adorned with children's artwork; space is utilised well and equipment is set out attractively. Children are able to move freely around, accessing chosen resources, with the ability to initiate their own play.
- Children are happy at the playgroup. They have developed excellent relationships with staff and their peers. They engage in a broad range of

activities, showing excitement in their experiences. They enjoy freely chosen and adult-led activities indoors and outside.

- Children are well behaved and staff are good role models. The atmosphere within the group is calm and positive. Good behaviour is encouraged, with praise and encouragement offered spontaneously, fostering children's self-esteem.

#### **An aspect of outstanding practice:**

Staff enthusiastically introduce children to different cultures, helping them to gain awareness of the wider world. Staff bring back traditional costumes from different holiday destinations for children to dress in and tell children about their travels. They use maps and a globe to pin point locations and photographs provide a visual introduction to the countries. Cultural celebrations are used to immerse children in different traditions; the playroom is transformed with decorations to reflect the culture, creative activities are planned, cooking and tasting of traditional dishes, looking at resource books, listening to ethnic music and stories are included, offering an experience enjoyed by children, staff and parents.

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

- policies and procedures, to ensure that drafted amendments relating to lost child, special educational needs, child protection and contact details for the regulator, are added and made available to parents
- risk assessment, to produce written documentation of risks identified in all areas used by the group and any arising from activities, together with the action taken to minimise these risks.

#### **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
6	produce a written risk assessment which includes identified risks within all

	areas used and those arising from activities. Detail how these risks are minimised. Then ensure that the assessment is reviewed regularly.
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## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Painswick Playgroup provides high quality education and children are making very good progress towards the early learning goals in all six areas of learning. Children are interested, excited and motivated to learn.

Teaching is very good. The enthusiastic staff have a good understanding of the foundation stage, early learning goals and associated developmental stepping stones. They plan activities to promote children's all-round development, supporting children with special educational needs as appropriate. Staff have an excellent knowledge of the children's differing stages of development and effectively use this knowledge to help children to progress to the next stage of their learning; providing challenge through planned activities. Plans are flexibly applied to accommodate child-initiated activities and spontaneity. Good use is made of indoor and outside areas, time and resources. Visits and visitors to the group enhance children's learning. Staff encourage good behaviour and foster children's self-esteem, creating a calm, happy environment.

Leadership and management are very good. The committee and staff are united in their desire to provide high quality education for children and are committed to improvement. The group is managed well and team spirit fostered. A key worker system is implemented effectively and high staff: child ratios are maintained. Staff can access training to enhance their skills and are able to extend the range of resources to benefit the children. The committee are supportive and meet regularly with staff, monitoring the provision well.

Partnership with parents is very good. Parents are welcomed into the group and receive good information about the planned curriculum. They are given regular reports on their child's progress and profiles of work are created to support this. These lack information to show progress over time. Parents regularly help at sessions; this extends their understanding of how their children are learning.

### What is being done well?

- All staff are fully aware of the importance of their role in promoting children's development. They have a good knowledge of the foundation stage and plan effectively ensuring that information about individual children's stage of development, gained through observation and assessment is used to inform future planning.
- Children are interested, excited and motivated to learn. They are confident, well behaved and independent. They are able to select activities and resources and take control of their play, moving freely within the indoor and outside environment.
- Sessions are well planned; staff provide a varied range of free-play activities,

adult-led and group activities. They are enthusiastic in their roles and make learning fun for children. They ask questions to promote children's thinking and give children excellent opportunities to develop their language, mathematical thinking, design and creative ideas, cultural awareness and to develop physically.

- Staff plan visits to local places of interest introducing children to their local community. Regular walks are undertaken within the school grounds and public gardens enabling children to explore and investigate within the natural environment, observing seasonal changes. Visitors are invited into the playgroup, such as the fire service, police officer, doctor, vet, to tell children about their community roles. Children also have the opportunity to handle animals and insects brought into the group.

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

- use of children's profiles as a means of showing children's progress over time, enabling parents to see progress clearly.

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

The group has made very good progress since their last inspection.

There were no key issues arising from the last inspection but a point for consideration was to record the assessment of children's progress, so as to be linked more clearly to early learning goals (E.L.Gs) and support the high standards of the playgroup provision. Staff have addressed this by producing an assessment tick sheet linked to the ELGs and these are supported with regular ten minute observations of children's learning.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children show interest and excitement in their learning, persisting at activities. More confident children take a lead and are keen to demonstrate to others what they know and can do. Children are independent and well behaved. They sit quietly at circle time, share, take-turns and play co-operatively. They understand the behavioural expectations within the setting. Children are encouraged to talk about their home and community life and show a strong sense of self within the group.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children speak confidently, initiating conversation. They talk about what they are doing, make their needs known, use language to recall past experiences and to connect ideas. Children listen attentively to stories and join in; they enjoy looking at books, handle them carefully and understand that print carries meaning. Children are keen to mark make, ascribing meaning to the marks. They form lines and circles and some children are able to write their own name, correctly forming many letters.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children show confidence with numbers and willingly count different arrangements of objects. They see and handle numerals and can name many of them. Children use mathematical ideas within their play; they select resources by shape for tasks for example, constructing brick stacks and completing jigsaws. They talk about size, shape and quantity. Children use positional language and are able to problem-solve and calculate using practical activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children show curiosity, observe and examine objects. They experiment at water play and are interested to see how things work. Local walks enable children to learn about their environment, identifying features of the natural world. Children show interest in the lives of others and can differentiate between past and present. They construct with a range of materials with a purpose in mind, operate simple equipment and programmable toys. Children have good opportunities to gain cultural awareness.



<b>PHYSICAL DEVELOPMENT</b>	
Judgement:	Very Good
Children move with confidence and pleasure. They walk, run, balance, climb up and over obstacles and jump down from a low height competently. They join in toddler aerobic movement activities and parachute games. Children negotiate space, walking, running and pedalling wheeled toys, at speed, changing direction, avoiding obstacles. They use tools safely and manipulate small resources skilfully. Children show understanding of the importance of healthy eating and good hygiene practices.	

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Very Good
Children enjoy creative experiences. They try different paint techniques and combine media creating on small and large scale, using their own ideas. They use their senses and freely express themselves, for example, dancing spontaneously. Children use their imagination based on first hand experiences whilst playing with small world toys and in role-play. They enjoy listening to different music and sing songs from memory. They regularly use musical instruments experimenting with sounds.	

<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>
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### **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 key issues to report but a point for consideration would be to:-
- make greater use of children's profiles as a means of showing children's progress over time, enabling parents to see children's progress clearly.

*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.*