



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 309530

DfES Number: 544229

### INSPECTION DETAILS

Inspection Date 04/02/2005  
Inspector Name Lorraine, Susan Fay

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Whitworth Playgroup  
Setting Address Hallford United Reform Church  
Hall Street, Whitworth  
Rochdale  
Lancashire  
OL12 8TL

### REGISTERED PROVIDER DETAILS

Name Whitworth Playgroup 1099853

### ORGANISATION DETAILS

Name Whitworth Playgroup  
Address Hallford United Reform Church  
Hall Street, Whitworth  
Rochdale  
Lancashire  
OL12 8TL

## 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

Whitworth Playgroup is a well established setting which operates from within the Hall fold United Reform Church Hall Whitworth. This setting is also registered to provide out of school care. This provision is encompassed within the sessional day care Certificate of Registration and operates from within the same building. The premises are positioned just off the main road which runs from Whitworth to Rochdale. The setting has sole use of the facilities Monday to Friday. The pre schools opening hours are from 09:30 until 12:00 and the after school club runs from 15:15 until 18:00, both operate term time only. Children attending the after school club all attend one local school which is within walking distance of the setting.

There are sixty four children on roll. Thirty children attend the after school club. Thirty four attend the pre school setting and of these thirteen are funded three year olds and two are funded four year olds. There is one child with identified special needs. A number of the children attending the after school club are over the age of eight years. There are five permanent staff members, all of whom hold relevant child care qualifications.

Children have access to an entrance area, a large activity hall, a smaller activity area, toilet/nappy changing facilities and a secure outdoor play area. There is also a kitchen and storage facilities.

This setting is in receipt of support from the Sure Start, Early Years & Childcare Service of whom they are lead practitioners. They are also members of 4children and the Pre School Learning Alliance.

### How good is the Day Care?

Whitworth playgroup and after school club provide good quality childcare.

The premises are warm and welcoming in which children are happy and confident. Good use is made of internal and external resources. Children enjoy regular outdoor play and visits to local places of interest. There is a wide range of quality equipment

available to all age ranges. Children are encouraged to self select some resources during the session. Documentation is in general kept to a very high standard, however lacks some detail in one area.

Staff place an emphasis on ensuring that the children are safe both within the setting and during outdoor activities. Children are introduced to good hygiene practices through their daily routines. They learn the importance of healthy eating and enjoy a variety of healthy snacks. Staff get to know the children well. They ensure the inclusion of all children in all activities. Staff attend regular training in relation to child protection. As a result they have a good understanding and knowledge in relation to child protection issues and procedures.

Staff plan a wide range of interesting and challenging activities for all age ranges. Children in particular benefit from quality craft and imaginative play. They enjoy a variety of painting activities and making play dough. Children act out the role of the doctor, vet and the travel agent in the role play area. After school children take part in recreational activities. They enjoy badminton and board games. Staff are good role models who set clear boundaries. They set good examples to children who in turn are polite, considerate and well behaved within the setting.

Parents are made to feel welcome within this setting and are represented on the committee. Staff keep parents informed of their child's progress on a regular basis. Parents share information with staff about their individual children. As a result staff are able to meet individual children's needs very well.

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

At the last inspection this setting agreed to carry out risk assessments in relation to outings and the outdoor play area. They also agreed to ensure that drinking water was available at all times and that the behaviour statement included bullying.

There are detailed risk assessments, which are regularly reviewed in relation to outings and the outdoor play area. As a result staff ensure the safety of children during any outdoor activities. Children can access drinking water throughout the session. Children pour their own drinks from the drinks table. As a result children develop their independence and this part of the National Standard is maintained. The behaviour policy has been updated to include bullying. Staff have therefore clear guidelines to follow should bullying occur within the setting.

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

- Staff provide a warm and welcoming environment where children feel secure and happy. Children are eager to enter the setting and show excitement as they explore all activities. One child shows his Mum the dinosaurs set out in the water play activity. He confidently waves goodbye to her as he rolls up his sleeves ready to play in the water.
- Staff plan a wide range of interesting and challenging activities. Children benefit from a stimulating range of imaginative and craft experiences. They enjoy hand printing on the large mural and take great delight in taking part in

the 'Wellington Boot Footprint' painting activity outside. Children learn to be creative when exploring the colour and texture of the paint.

- There is a large selection of quality equipment available to all children. Pre school children relax on the settee and large cushions when looking at books. Children in the after school club look forward to a game of badminton. Children learn to select resources, they help themselves to rackets and shuttle cocks.
- Children enjoy healthy snacks. Staff ensure that children access a daily intake of fresh fruit and vegetables. As a result children learn about healthy eating and looking after their bodies.
- Staff are good role models who value and respect children. Children know their boundaries. The older children after school help to set the ground rules. Children are polite, considerate and very well behaved within the setting. Staff praise children for helping to tidy up at the end of the session.
- Positive partnerships are established with parents from the onset. Staff provide parents with detailed information about the progress of their child via individual achievement records. Parents take part in pre school activities and are represented on the committee. This promotes trust and understanding between parents and the setting. Parents speak highly of the level of care and education provided by this playgroup and after school club.

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

- documentation in relation to written risk assessments relating to the renovation work.

#### **PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)**

There are no complaints to report since the 1st April 2004.

#### **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	ensure that there is a written risk assessment in place in relation to the renovation work in the children's toilet area

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

### How effective is the nursery education?

Whitworth Playgroup provides very good education overall, as a result children are making very good progress in all six areas of learning.

The quality of teaching is very good. Staff have a sound understanding of the Early Learning Goals and the stepping stones. They plan a wide range of interesting activities in a warm and welcoming environment. Children are extremely secure as they explore challenging activities both indoors and out. Staff use a clear method of observation, assessment and monitoring which provides a sound picture of children's progress through the stepping stones. Staff are very good role models who approach teaching with enthusiasm. As a result children are very well behaved within the setting.

Leadership and management is very good. The manager leads the staff team with confidence and commitment. Staff are clear of their roles and the roles of others. They are very well supported via a clear induction, appraisal and training programme. The manager ensures that staff continue as very good practitioners. They have access to quality update information relating to pre-school education. There is a rigorous procedure in place in relation to the monitoring of the education programme. This ensures that the setting fulfils its vision to provide a high level of education for three and four-year-olds.

Partnership with parents is very good. Parents are provided with sound information about the Foundation Stage and the setting in general. Parents contribute to children's learning and strong links are established between home and pre-school. Parents provide items for themes and displays. This ensures a strong sense of trust and partnership between parents and staff. Staff display a sound commitment when working alongside parents of children with identified special needs. Parents speak highly of the level of education provided by this pre school setting.

### What is being done well?

- Staff plan a wide range of interesting and challenging activities. Children are extremely excited as they take part in the new activity 'walking on textures'. They take off their shoes and socks and laugh out loud as they walk through trays of jelly, pasta and baked beans. As a result children are highly motivated to learn and are very eager to enter the setting.
- Children are able to access a wide range of quality mark making materials and equipment. Children learn the purpose of writing in many forms. They write shopping lists and prescriptions during role play and are encouraged to label their own work. They learn to write recognisable letters. One child picks up a notepad and pen and begins to imitate the Inspector.
- Children are confident counters. They learn to count to ten and beyond.

Children count the number of place settings at the snack table and the numbers along the number string. They use addition and subtraction very well during everyday activities. They calculate the number of cups of flour required to make the play dough.

- Children explore how things work. They take a great interest in the working of the photo copying machine. They know where to place the paper and watch in amazement as their pictures are copied. Children take great delight in operating the camera. They take photographs of each other. They listen carefully as the teacher explains which button to press.
- Children are provided with imaginative experiences during outdoor play. They use large paint brushes and water to create patterns along the wall and make wellington boot prints along the large paper sheet. Children plant bulbs and are delighted as they watch them bloom. They develop very good hand eye co-ordination as they catch the bean bags using upper and over hand movements.

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

- The opportunity for children to access information technology within the setting.

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

Not applicable.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are very confident and highly motivated to learn. They are eager to enter the setting and display confidence when exploring the activities. Children display great excitement as they take turns in joining the new activity 'walking on textures'. Children are very confident and build sound relationships with adults and their peers. Children learn to be polite and considerate and are very well behaved within the setting.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident talkers. They interact very well together during circle time. Children talk about weather when doing the weather board. Children enjoy a wide range of books and enjoy re-enacting the story of the three bears. Children learn to write their own names and access good quality mark making. One child copies the inspector, the child makes recognisable letters using a notepad and pen. Children are skilful when linking letters to sound during the sound lotto game.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count to ten and beyond. They count the number of children sat around the snack table and the numbers on the number string. They use addition and subtraction very well during everyday activity. Children calculate the number of cups of flour required when making dough. They explore weight and measure when measuring each other against the height chart. Children learn about shape and size. One child tells the inspector that a circle goes all the way around.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children learn about living things. They plant bulbs and seeds and are excited as they watch them grow into flowers. Children learn how things work. They explore the workings of the camera. They take photographs of each other, they learn which buttons operate the flash. Children have some access to information technology. They learn how to use the photo copying machine. Children explore other cultures. They eat Chinese food using chop sticks when celebrating the Chinese new year.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move with confidence and with very good control over their bodies. They are skilful when riding bicycles and are able to throw balls and bean bags using over and under arm movements. Children develop a sound awareness of space. They find their own space at the activity table and a space to relax when looking at books. Children enjoy a variety of fresh fruit at snack time. They learn about healthy eating and looking after their bodies.



**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children explore colour and texture. They feel the texture of the pasta and jelly on their feet during the 'walking on textures' activity. Children describe the tastes of a variety of foods during the food tasting activity. Children develop fantastic imaginations. They take the role of the travel agent, the vet and the doctor. Children take temperatures and bandage up wounds. Children use props very well, they make a train using three Nursery chairs one child is the engine driver.

**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, however consideration should be given to improve the following:
- Provide children with further opportunity to access information technology within the setting via the use of a computer.

*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.*