



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 206727

DfES Number: 524103

### INSPECTION DETAILS

Inspection Date 10/11/2003  
Inspector Name Fiona Stephenson

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Breaston Pre School Playgroup  
Setting Address St Michaels School Rooms, 2 Main Street  
Breaston  
Derby  
Derbyshire  
DE72 3DX

### REGISTERED PROVIDER DETAILS

Name The Committee of Breaston Pre-School Playgroup

### ORGANISATION DETAILS

Name Breaston Pre-School Playgroup  
Address St Michaels Church Rooms, Main Street  
Breaston  
Derby  
Derbyshire  
DE72 3DX

## 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

Breaston pre-school playgroup opened over 30 years ago. It is a charitable group, managed by a parents management committee. It operates from the St Michael's school rooms in the village of Breaston in Derbyshire. The pre-school is open to children from the local community and surrounding areas.

The pre-school currently has 62 children on it's register. This includes 31 funded three-year-olds; and fourteen funded four-year-olds. It is open Monday to Friday 09:15 - 11:45; and Mondays, Thursdays and Fridays 12:45-15:15. Children can attend a variety of sessions.

Currently there are no children attending the pre-school who have special needs, and there are no children who have English as an additional language.

Five staff work with the children each session. A minimum of half the staff during each session are qualified in early years.

The Pre school is a member of the Pre-school Learning Alliance. The setting receives support from the Derbyshire Early years Development Childcare Partnership.

### How good is the Day Care?

Breaston pre-school provides good quality care for children.

The pre-school has a high level of staffing to support the care and development of children. There is a good level of qualifications, training and experience in the staff team, and this again supports good quality care of children. The two rooms are well organised to provide children with a varied and stimulating range of activities, and to also support children's needs for quiet time.

The pre-school has good safety procedures in place, and has good staff deployment both in the two rooms used for pre-school and on any outings undertaken. There are good arrival and departure systems to ensure the safety of children. Staff support

children in good personal hygiene practices. Staff have a good working knowledge of child protection issues, however the policy requires some attention as it is not always in line with the local area child protection committee procedures. There is a complaints policy in place, however this does not have the name and address of the regulator.

The pre-school has an excellent range of equipment and activities available for children's use and enjoyment. Children are stimulated by the activities which are age, and developmentally appropriate. There is a good balance between adult-directed activities, and child-initiated activities. Staff demonstrate good relationships with children, showing warmth and care to the children. They employ good behavioural management techniques, through rewarding good behaviour with praise and encouragement.

Partnership with parents is very good. There is an active parent-run management committee supporting the needs of the playgroup. Parents are encouraged to be part of the parental rota to support children attending the pre-school, and continuity of care is encouraged through parents staying and playing with their child for the first part of each session.

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

The pre-school was asked to record any incidents requiring physical intervention of staff. A system is now in place for such occurrences, ensuring the safety of children and staff. It was asked to ensure the child protection policy included procedures to be followed in the event of a member of staff having allegations made against them. The pre-school has adopted procedures in response to this action; however they do not fully comply with area child protection committee guidance.

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

- The pre-school is warm and welcoming with staff demonstrating excellent interaction with children. Staff make very good use of praise and encouragement to support good behaviour.
- The pre-school offers children an exciting and stimulating range of toys and equipment for play, learning and care.
- Parents are welcomed and valued members of the pre-school; with pre-school staff encouraging good partnerships with parents to support care and learning of children.
- Management and leadership of the pre-school is good. The management committee is active in supporting the needs of the pre-school children and staff.

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

- child protection procedures to contain appropriate guidance concerning what to do if a member of staff has an allegation made against them

- the complaints policy to ensure the name and address of the regulator is available.

### 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
12	ensure the complaints policy includes the name and address of the regulator.
13	ensure that the child protection procedure for the playgroup complies with local Area Child Protection Committee (ACPC) procedures

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

### How effective is the nursery education?

Children are overall making generally good progress towards the early learning goals; and making very good progress in personal, social and emotional development; physical development; and creative development. Progress for three year olds is very good overall, however four year olds are not always given sufficient challenge.

Teaching is generally good. Staff are enthusiastic in their approach to children's learning; and provide children with excellent opportunities to develop speaking and listening skills. Staff foster children's moral and spiritual education well, guiding children to understand the differences between right and wrong. Curriculum planning does not sufficiently address all clusters in each area of learning, and individual assessments do not sufficiently impact on planning to support the individual learning needs of each child. Staff do not always utilise everyday opportunities to support children's learning.

Leadership and management is very good. The management committee are aware of the strengths and weaknesses of the pre-school and work hard to improve assessed weaknesses. There are good staff appraisal systems in place, with managers learning effective use of such processes. Staff have the opportunity to attend management committee meetings to discuss issues relating to them, and the pre-school, thereby ensuring a free flow of information.

Partnership with parents is generally good. Parents are involved in the parent rota and learn much about their child's progress through rota duty. There is a newsletter and notice board to inform parents of key events and activities. The pre-school informs parents of individual children when their child needs extra support in a learning activity; however there is currently little dialogue with parents about each child's future learning intentions, and how learning in all six areas of the curriculum can be extended and supported in the home environment.

### What is being done well?

- Children's personal social and emotional development is very good. They are confident, well behaved, and are able to assert their needs.
- Children have excellent opportunities to develop their creative skills, and imaginative processes.
- Management provide the play group with excellent resources and staff deployment to support children's learning.
- Children's physical development is being well fostered by the provision of a very good range of physical activities.

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

- Staff's confidence in using unplanned opportunities to support learning in all areas of the curriculum, with particular reference to mathematics, and literacy in linking sounds with letters.
- Assessment of children's learning to ensure that the next steps for each child are included in curriculum planning.
- Curriculum planning to ensure all clusters for each area of learning are taught, and learning in each area is cemented.
- Partnership with parents to support parents in extending learning in all six areas of the curriculum in the home environment.

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

The pre-school has made generally good progress since the last inspection. It was asked to put written assessment procedures in place to cover the six areas of learning. This has been achieved, however assessments do not as yet sufficiently address the future learning needs of each individual child, and sufficiently inform the planning process.

The pre-school was asked to provide further opportunities for children to make observations and record them on charts, or by drawing or painting. Children now have good opportunities to record observations, mainly by drawing and painting. It was asked to provide activities in which children can explore, select and use a range of equipment to join and build their own creations. The pre-school now ensures children have opportunities to do this through junk modelling, construction sets, and creative work.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children demonstrate excitement and motivation to participate in activities available. They show developing self confidence in taking part in group activities and talking in front of their peers. Children form good relationships with their peers and adults. Behaviour is good, with children developing understanding of right and wrong. Children demonstrate increasing independence in selecting resources and activities they wish to engage in.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are learning to make marks on paper with older children writing their own names. Children make good use of speech to describe events both real, and imagined. Children have good listening skills, and enjoy listening to stories. They listen attentively to questions, and answer accordingly. Children understand print carries meaning and are aware that books are read from left to right. There is insufficient use of phonics to support learning for more able and older children.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are very good at sorting and matching objects. They understand size and weight language such as 'big', 'little', 'heavy' and 'light'. Children can count to ten, with some older children recognising numbers up to ten. There is insufficient use of everyday opportunities to support learning in calculation, counting and number recognition for older children.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are provided with good opportunities to develop intermediate technological skill. They remember and talk about significant things that have happened to them. Children are gaining an awareness of cultures and beliefs of others through celebrations of different festivals. Children improve their understanding of the world through visits from the fire service and police, and through visits to local shops. Opportunities for older children to explore and investigate are limited.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently with control and co-ordination. They can crawl, push, pull and travel around, and through equipment. They show awareness of the need for personal space of others. Children have a developing awareness of personal hygiene and health. Children can use a range of small and large equipment such as pegs, pens, brushes, trikes, and big blocks.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children have excellent opportunities to explore colour, texture and shape. They enjoy junk modelling, painting and experimenting with different textures. Children enjoy singing and joining in with musical instruments. They make excellent use of their imagination through the variety of role play opportunities and activities available to them such as making 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**

- increase staff's knowledge and confidence in the use of everyday activities and routines to support children's learning in mathematics, and linking sounds and letters;
- make more effective use of individual assessments to tailor planning, ensuring the individual learning needs of each child are supported;
- ensure curriculum planning covers all clusters in each area of learning, and clusters are re-visited in the planning process to cement prior learning;
- provide parents with information on how they can support and extend learning undertaken at pre-school, in the home environment.

*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.*