



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 311298

DfES Number: 518784

### INSPECTION DETAILS

Inspection Date	02/07/2004
Inspector Name	Ann Law

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Netherthong Playgroup
Setting Address	School Street Netherthong Holmfirth West Yorkshire HD9 3EB

### REGISTERED PROVIDER DETAILS

Name	The Committee of Netherthong Playgroup
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### ORGANISATION DETAILS

Name	Netherthong Playgroup
Address	School Street Netherthong Holmfirth West Yorkshire HD9 3EB

## 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

Netherthong Playgroup has been registered since 1991 and is a voluntary organisation. It operates from a portable building in the village of Netherthong, near Holmfirth. The group has access to a large playroom, a fully enclosed outdoor play area, foyer, kitchen, toilet and storage facilities. The group serves the needs of the rural community and is open five days a week, in school term time only. Sessions are from 09:00 to 11:30 Monday to Friday and 12:45 to 15:10 Monday, Tuesday and Thursday.

The group are currently caring for 50 children, of which 5 three-year olds and 18 four-year olds are in receipt of nursery education funding. Children attend for a variety of sessions.

The setting does not currently support any children with special needs or who speak English as an additional language.

Six part-time members of staff work with the children. One has an early years qualification and five staff are currently working towards an early years qualification. The setting receives support from the Local Authority.

### How good is the Day Care?

Netherthong Playgroup provides good quality care for children. The setting is clean, attractively decorated with displays of children's artwork and has a welcoming atmosphere. Space is used effectively with clearly defined areas created for play. Children independently access a very good range of toys and resources, which partially reflect the diversity of our society. There a comprehensive range of policies and procedures which support the high standards of care. However, some require additional detail. The majority of the required documentation is in place and confidentiality is maintained. The majority of staff hold, or are working towards recognised childcare qualifications.

Staff give high priority to maintaining a safe and hygienic environment for the

children and vigilant procedures are in place to safeguard children at home time. Parents are made aware of the group's duty to protect children and the most up to date guidance for child protection is held. Staff have a good awareness of children's individual needs and liaise with parents to ensure these are met.

Interesting themes and focused activities, in a well planned routine, ensure that children's developmental needs are met. Staff have good relationships with the children and positive methods are consistently used to manage children's behaviour successfully.

The setting has an effective relationship with parents and a variety of methods are used to provide them with detailed information about the provision and reasonable information about their child's progress.

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

At the last inspection the group agreed to make improvements to documentation and the level of qualifications held by staff. All the improvements to the documentation have been satisfactorily addressed and contribute to the overall organisation of the setting. Successful training plans have been implemented for the staff which have increased their childcare knowledge and, when completed, will ensure the minimum qualifications laid down in the National Standards are met.

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

- There is a high level of commitment to improvement throughout the setting. Training plans are in place for all members of staff to ensure a qualified and knowledgeable workforce. Regular self-assessment is undertaken for all areas of the National Standards and action plans are drawn up, for example improving the facilities for children to access drinking water.
- Attention has been paid to ensuring that children not only have natural light in the premises, but also access to windows. Low level observational windows allow children continual visual access to the surrounding countryside and to observe seasonal changes, increasing their knowledge of the natural world.
- Good procedures are in place to ensure the safety of children at arrival and departure time. Parents are reminded to inform staff of any changes in collectors and staff remain vigilant.
- The setting is very parent friendly and the staff take every opportunity to involve parents in the running of the pre-school. They are encouraged to be part of the management committee, volunteer as a parent helper or participate in outings and visits. Regular newsletters keep parents updated on all aspects of the provision.

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

- documentation relating to registration, lost or uncollected children and complaints

- systems to appraise staff
- positive images of disability in the provision.

### 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
2	Improve the registration system to clearly show children's arrival and departure times if they vary from the normal session times, and devise and implement an appraisal system to monitor the effectiveness of staff.
6	Improve the procedure for a lost or uncollected child to clearly state the action to be taken in this event.
9	Increase the positive images of disability in the provision.
12	Improve the complaints procedure to include the correct contact details for the regulator.

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

### **How effective is the nursery education?**

Netherthong Playgroup education provision is of high quality. Children are making very good progress towards the early learning goals.

The quality of teaching is very good. Staff are very committed to updating their childcare knowledge through regular training, which enhances the childcare practice. They make good use of their time, within a well organised routine and are currently developing their systems to record what they know about the children, how it is used to inform planning and children's individual progress through the stepping stones. These systems are still in the early stages of development, therefore are not currently effective in planning for the children's next stage of development. Staff are enthusiastic and motivate children well, using effective questioning skills to support and facilitate children's learning.

Leadership and management of the playgroup is very good. The setting is especially committed to offering a high standard of service for parents and children. Comprehensive and effective policies and procedures, which are regularly reviewed, relate to the Foundation Stage and impact well on the children. A strong committee offers good support for the staff and are developing their appraisals system to ensure productive evaluations are carried out. The setting make good use of the support from the Local Authority and are beginning to evaluate how well they deliver the curriculum and implement any recommendations.

Partnership with parents is very good. They are provided with a regular flow of good quality information regarding the setting and the Foundation Stage. The information given regarding their child is, at present, ineffective in informing parents of the child's progress towards the early learning goals. Parents are encouraged to share what they know about their child's development. However, this could be further developed to ensure it is used to inform planning.

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

- The setting is very language rich and children's early reading and writing skills are developing very well. There are a wide range of mark making opportunities throughout the setting, both indoors and outdoors, which children use to ascribe meanings to marks in play. The good quality books allow children to develop an appreciation of books and learn how to handle them carefully.
- Children's creative development is very good, especially in music. Children are very familiar with the musical instruments available and enjoy experimenting with sounds. Staff are skilled in making music exciting and accessible for children.
- There are very good resources for information and communication

technology. Children competently operate simple equipment from the wide range available and clearly show enjoyment and pride in their achievements.

- Staff work together very well as a team and are actively involved in children's play and learning. They share in children's enthusiasm and excitement, supporting and facilitating their development through effective questioning skills. This results in happy, confident children who are motivated to learn.

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

- the use of numerals in the setting to allow children to show curiosity in numbers
- the systems used to plan for and record children's progress towards the early learning goals
- the use of information supplied by parents, to inform the planning for the children's next stage of development.

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

Very good progress has been made since the last inspection. The staff have introduced a number of effective measures to improve children's opportunities to record their observations, to learn about the past and to develop their writing skills, which were raised as key issues in the previous inspection report.

The staff ensure that following any visit or visitor, children are encouraged to record their observations through artwork e.g. drawing or painting their reflections on the experience. Consequently, children's observational and recollection skills are being actively promoted through creativity.

Good planning provides children with chances to learn about the past and explore different ways of life and differences in houses, clothes and food for example. As a result children are developing a good sense of time and place.

A very language rich environment has been provided for ascribing meanings to marks in all areas of the curriculum and the impact on their learning has been considerable. Children confidently 'write' in the context of play and this is a particular strength of the setting in this inspection.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are happy, confident and enthusiastic. They have good relationships with each other and play co-operatively. Children have high levels of self-esteem and are proud to perform songs and dances for other children at large group time. Their behaviour is very good and they are able to maintain attention and sit quietly at story time. Children are very independent, selecting resources, making choices and demonstrating competence in self-help skills.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children confidently write for a variety of purposes and ascribe meanings to marks in play, such as writing a ticket in the travel agents. They listen well and respond to simple instructions in PE. Children show enthusiasm and enjoyment in story and song time and make up their own songs. They independently access books, handling them carefully and appropriately and are aware that print carries meaning.

### MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children are competent in the use of mathematical and positional language, using it in context to describe the shape, size and position of resources such as gravel and furniture. Most four year olds count reliably to ten and beyond and three year olds are attempting to count. However, a lack of numerals in the setting limits children's opportunities to show curiosity in number.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children have a good sense of time and are able to recall past and present events in their lives, for example holidays and home life. They are competent in the use of technology and enjoy helping each other to work through simple computer programmes. Children regularly access the local community and interesting topics allow them to explore their heritage. They are developing an awareness of other cultures through topic work.

### PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children handle tools with skill and control, promoting good hand and eye co-ordination, for example cutting out squares with scissors. They use space effectively in PE and negotiate space well outside on bikes and scooters. Children are developing good balance and co-ordination skills through activities such as obstacle courses. They are aware of their own physical needs and the effects of activity on their bodies, for example being out of breath and needing a glass of water.

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Very Good
Children have a good imagination especially in role play and become absorbed in their play, e.g. taking a spaceship to Tenby. They express themselves freely in many areas in the setting, such as showing wonder at a bee in the garden. Children enjoy a good range of media and materials in 2d and 3d and investigate them eagerly. They enthusiastically explore sounds made from musical instruments and learn how to change them in exciting music making sessions.	
<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>	



## **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, but consideration should be given to improve the following:
- increase the use of numerals in the setting to allow children to show curiosity in numbers
- develop the systems used to plan for and record children's progress towards the early learning goals
- improve the use of the information supplied by parents to effectively inform the planning for the children's next stage of development.

*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.*