



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 101484

DfES Number: 520358

### INSPECTION DETAILS

Inspection Date 20/10/2003  
Inspector Name Hilary Elizabeth Tierney

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Lechlade Little Learners Playgroup  
Setting Address Wharf Lane  
Lechlade  
Gloucestershire  
GL7 3AU

### REGISTERED PROVIDER DETAILS

Name The Committee of Lechlade Little Learners

### ORGANISATION DETAILS

Name Lechlade Little Learners  
Address Wharf Lane  
Lechlade  
Glos  
GL7 3AU

## 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

Lechlade Little Learners play group is situated in the village of Lechlade near Fairford and it serves the local community. It has its own building within the grounds of St Lawrence Primary School, with whom it has close links. There is an enclosed outside area with a variety of outdoor play equipment for the children to use.

The group is registered to care for 24 children from two years to five years old and accepts children from two-years-nine-months old. The group has 21 funded three-year-olds and 2 funded four-year-olds attending. There are no children attending with special needs or English as an additional language.

The group is open during school terms every morning from 09.00 until 12.00 and on Monday afternoons from 13.00 until 15.10.

There is a team of four staff, one has completed the Diploma in Pre-school Practice, one is a qualified teacher, and all have completed first aid and child protection training. The group is supported by the Parent-and-Toddler Association Fieldworker, the Foundation Stage Consultant and the Special Education Needs Co-ordinator.

### How good is the Day Care?

Lechlade Little Learners playgroup provides good care. They offer a safe, secure and welcoming environment where the children may play happily. Safety is a priority the door remains locked throughout the session. The outside area is enclosed and the children are able to play and explore safely. Days of attendance for the children, staff and visitors are recorded clearly, most children arrive when the session starts and leave at the end of the session. Times of children leaving early or arriving late are not recorded.

The group is well resourced and the staff provide a wide range of activities for the children. Interaction between the staff and children is good, staff listen to the children and value what they say. Children have easy access to most resources, these offer the children good opportunities which allow them to build on their natural curiosity as

learners. The children are treated with equal concern and care by all the staff. Good personal hygiene is promoted, the staff encourage the children to wash their hands before meals, after using the toilet or touching the hamster.

Parental involvement in the group is encouraged and parents attend rota duty. Committee members are known to parents. Parents are encouraged to help on organised outings. The staff organise open evenings and 'leaver presentation' sessions for the parents of children who are leaving for school.

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

At the last inspection the group were given two actions to address. These were to include in the complaints procedure how to contact Ofsted and to expand the child protection policy to include information on procedures to follow should an allegation be made against a member of staff. These have been completed and all parents have now received a copy of the new procedures. This enables parents to have information about procedures easily available if they want to use them.

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

- The children are happy and secure in their surroundings. There is good interaction between the staff and children. There is a balanced range of resources, most of which are easily accessible to the children.
- There are well-planned activities and the children participate enthusiastically.
- Praise and encouragement is used effectively and the children are confident, sociable, well behaved and polite.
- The staff actively promote good health and hygiene practices with the children. They develop their understanding and awareness of potential dangers.
- Staff have built good relationships with the parents. Parental involvement in the group is encouraged.

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

- written procedures for outings.

#### **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	Ensure an accurate record is kept, which includes the hours of attendance of the children.

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

### How effective is the nursery education?

Children attending Lechlade Little Learners play group are making generally good progress towards the early learning goals. Children take part in well-planned activities which encourage their awareness of the world around them. They are well behaved, confident and sociable. Relationships with the staff and each other are good. Children take part in the activities on offer with enjoyment and interest. Although children have access to pens and paper, the more abled children are not encouraged to write their names on their own work or to practise letter shapes during play activities.

Teaching is generally good and the staff support the children well as they play and learn. Staff have detailed plans and are able to track children's individual progress. Staff use open-ended questions well to encourage the children to think, problem solve and improve their language. There are missed opportunities to develop the children's understanding of number operations as they play.

Leadership and management of the group is very good. There is close co-operation between the committee and the staff. They work hard to provide a warm, welcoming environment for the children, parents and carers. Both the committee and the staff are committed to improving the quality of childcare provided.

Partnership with parents is very good. Parents are provided with good information about the group and are encouraged to participate in the playgroup activities. Notice boards and newsletters provide detailed information on activities through the term. Staff organise open evenings, and a leavers presentation session for parents of the children who are leaving to attend school. Parents are given good detailed information on the Foundation Stage and informal opportunities to discuss their child's progress each day.

### What is being done well?

- Children are confident and self esteem is promoted well. Staff encourage the children to share and take turns and the children enjoy participating in activities and work together well. Good manners and behaviour are expected and the children are polite and well behaved.
- Children are encouraged to use language for thinking and communication during the sessions. Labels around the room are clear and easy to read. Staff use open-ended questions effectively to encourage children to extend their ideas.
- Children are able to recall events effectively and are able to use computers to support their learning. They are well supported to develop a growing awareness of living and growing things and their environment.

- The staff are good role models and work well as a team.
- Children have good opportunities to develop their physical skills.

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

- access to recycled materials and joining tools for design and building
- ongoing support for more able children to practise writing their name, form letters correctly and learn about number operations as they play.

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

The group had one point for consideration following the previous inspection. This was to provide more detail in the daily plans to ensure that it is made clear what the children are expected to learn from activities in each of the six areas of learning for the four year olds.

There has been very good progress with this. All plans now include the areas of learning and stepping stones for the children so that staff are able to support the children in a systematic way.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are confident and work well together, they form good relationships with adults and each other as they play. They understand about sharing and are able to take turns. The children are able to select resources themselves and show a good level of independence. They show a good awareness of others in the community, their environment and the world around them.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Staff use open questions with the children to encourage them to use language effectively for thinking and communication during the sessions. Staff give children good opportunities to use pens and paper but miss opportunities for the older children to help them practise their names and letter formation. Resources around the room are clearly labelled with pictures and words. Staff help children to link sounds and letters.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Staff use number songs and rhymes well to re-enforce the children's understanding of numbers. Staff help the children to recognise patterns as they play with board games. There are missed opportunities for the older children to practise comparisons and number operations throughout the session.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have an awareness of technology and use of a working computer. They have a good understanding of living things and their environment. Children are not given regular independent choice of tools and recycled materials to develop their imaginations and design skills. Children recall events effectively and show a growing awareness of time.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children have good access to large physical equipment. They are able to develop balancing and climbing skills both through indoor and outdoor play. Children use small tools and equipment confidently such as play dough equipment and scissors. They have a good awareness of their health and what happens to their bodies when active, for example when jumping up and down a child commented about her legs hurting afterwards.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children use their imagination well in role play situations. They are able to express their feelings and describe textures, such as when tasting food. Children participate with enjoyment and interest in adult-led craft activities. Children have good access to music. They join in with songs and rhymes, use instruments and listen carefully during the weekly sessions.

**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 regular access for all children to explore with tools and recycled materials.
- continue to support more able children to practise writing their names and forming letters, and to develop an understanding of number operations as they play.

*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.*