



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 206763

DfES Number: 521368

### INSPECTION DETAILS

Inspection Date 05/11/2003  
Inspector Name Judith Allbutt

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Etwall Pre-School Playgroup  
Setting Address Frank Wickham Hall  
Portland Street  
Etwall  
Derbyshire  
DE65 6JF

### REGISTERED PROVIDER DETAILS

Name Etwall Pre - School Playgroup 1023570

### ORGANISATION DETAILS

Name Etwall Pre - School Playgroup  
Address Frank Wickham Hall  
Portland Street  
Etwall  
Derbyshire  
DE65 6JF

## 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

Etwall Pre-School Playgroup operates from the Community Hall in Etwall. The playgroup serves Etwall and other local villages.

The playgroup is registered to care for 26 children aged two years to under five years. There are currently 51 children on roll, which includes 25 funded three year olds and eight funded four year olds. Children attend a variety of sessions. No children with special educational needs or who have English as a second language currently attend the setting.

The group opens five days a week during school term time only. Sessions are from 09:15 until 11:45 and 13:15 to 14:45 on Thursdays only.

Seven part-time staff work with the children. Four members of staff hold early years qualifications and one is currently undertaking a National Vocational Qualification training course in Childcare and Education at level three. The setting receives support from an Early Years Development and Childcare Partnership development worker.

### How good is the Day Care?

Etwall Pre-School Playgroup provides satisfactory quality care for the children.

The staff are attending training events run by the Early Years Development and Childcare Partnership and hold first aid certificates. A suitable operational plan has been established which contains a good range of policies that are generally well reflected in the setting's running and organisation.

The premises are well maintained and provide a welcoming environment to children. Generally staff have a competent knowledge of children's individual needs and use this to adapt activities to meet needs, rather than the child development records. Safety issues are being well addressed with risk assessments of all areas being undertaken regularly. Hygiene procedures are adequate in relation to hand washing

and staff take suitable precautions with the communal hand washing water in the main hall. Staff are aware of their responsibilities relating to child protection and have useful understanding of issues that would cause them concern.

Snacks and drinks are offered to the children, however drinking water is not easily accessible to them.

On the whole a good range of activities are available for children, however the Rising Five's session offers fewer opportunities for the children to initiate activities independently. Staff interact well with the children and offer good encouragement and praise to them in their play, they are consistent in their expectations of children's behaviour, which is generally very good. Staff help all children to contribute to group discussions and by their good role models are helping the children to listen and value others contributions.

Good relationships exist between staff and parents. Overall parents are provided with useful information about the running of the playgroup through newsletters, the notice boards and one to one contact. Parents have good opportunities to informally discuss their child's care and welfare.

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

At the last inspection, the playgroup agreed to improve its procedure to ensure that all adults coming into contact with the children are suitable to do so. All staff can now evidence that they have been vetted and new staff are supervised until their clearance has been confirmed. All external doors are secured during the session and the doors through to the public area in the building are also secured when sessions are running. The setting has addressed the action well and can evidence the measures that it is taking to protect the children.

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

- The playgroup make good use of the premises, they are warm and welcoming. The activities are well set out prior to the children arriving, which helps to engage the children's attention and staff actively encourage the informal sharing of information between parents and the setting to enable the staff to respect parents wishes as to the care of their children.
- The staff provide a good level of supervision and monitor the safety of the children closely especially at the start and end of the session when the external doors are unlocked.
- Staff interact well with the children and are able to engage and listen to them. The children's comments are valued and all children are gently supported to share their ideas.
- Staff are consistent in their expectations of children's behaviour, they set clear boundaries and give good levels of praise and encouragement to the children.

### What needs to be improved?

- children's access to select between adult lead and free play activities, so that their opportunities to be independent and follow their own interests are increased
- children's access to drinking water, so that it is available to them at all times
- the complaints procedure, to ensure that it identifies the registered body and gives contact details.

### Outcome of the inspection

Satisfactory

### 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
3	Time management and child grouping to be reviewed and evaluated, so that all children are suitably supported and have access to a range of structured and free play activities that meet their individual development needs.
8	Ensure that fresh drinking water is available to the children at all times.
12	Ensure that Ofsted is named as the registered body in the complaints procedure and that suitable contact details are given.

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

### How effective is the nursery education?

Etwall Pre School Playgroup offers generally good pre school education and the children are making generally good progress in all areas of the early learning goals.

Teaching is generally good. Staff have good relationships with the children and this helps to create a happy and secure environment for the children to learn and develop in. Children are very well behaved and staff give constant praise to support this. Long, medium and short term planning is clear, detailed and relates to the stepping stones and generally covering all areas of the early learning goals, although this is less effective during the Rising Fives session. Children's development records relate well to the Foundation Stage Curriculum. Activity evaluation is undertaken, which increases the settings ability to monitor nursery education, explore if the children have gained a secure understanding of learning objectives and highlight where challenges have been insufficient.

Leadership and management is generally good. There is clear leadership from the committee and supervisor, with regular staff meetings being held to share information through out the team. Staff show a valuable commitment to their professional development, which can be seen by the ongoing training that they attend. Training needs are identified at the annual staff appraisal reviews.

Working in partnership with parents is generally good. Parents are provided with comprehensive written information about the setting but they do not have knowledge about daily planning except for topics. They are able to visit the setting and become more involved through the committee and parent rota. Parents have good opportunities to informally discuss the care and development of their child, they are able to share information relating to their child's needs via the initial child profile sheet, however this is not an ongoing process and parents have limited involvement in further developing the records.

### What is being done well?

- Children are interested and eager to learn, they play co-operatively together and are engaged with activities for extended periods. There is high expectation for good behaviour and staff support children effectively to promote this.
- Children have formed good relationships with their peers and the staff team, they are confident to initiate conversation and use language meaningfully for a range of purposes, such as to gaining information and sharing their experiences.
- Children's early writing skills are well promoted and staff regularly draw children's attention to letters and the sounds that the letters make.

- Children encounter a good range of mathematical experiences, which are helping them to develop appropriate concepts and provide a firm foundation for number operations.
- Staff have a good knowledge of the early learning goals and generally plan the program well to extend and reinforce the children's learning through the stepping stones.

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

- Children's opportunities to be creative with construction and craft activities so that they can select their own resources and work independently.
- Planning so that a well balanced curriculum is available at all sessions and that there are good opportunities for structured and free choice activities.
- Parents awareness of the learning objectives and their opportunities to be involved in their child's development records so that they can feed information in and receive structured feedback on their child's progress.

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

Since the last inspection the setting has made generally good progress. The actions relating to children's development in language, literacy and mathematical development have been addressed well. Children now have suitable opportunities to secure their understanding and extend their early reading and number skills. Good links now exist between planning and learning objectives, although further action is needed to ensure that all areas of learning are given appropriate emphasis and that children's individual development records are used to inform planning. Children continue to be grouped for the rising five sessions and other opportunities have been developed for mixed and similar age grouping to take place.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are developing secure relationships with the staff, they confidently express their ideas and interact well with the staff and their peer group, with some beginning to show good consideration for others needs. They are developing some independence skills, and generally enjoy the activities provided. Children play for extended periods of time and are motivated and interested to learn. Their behaviour is generally good and they are well supported in their development of this.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children speak clearly and communicate their needs well, they are able to listen and respond to others contributions. Children have good opportunities to develop their emerging writing skills and 4 year-olds are confident in writing a wide range of letters and can sound out many of the letters used. However confident writers could be further supported to correctly form the letters. Children have access to books, but do not select the activity. They understand that print carries meaning.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are developing their understanding of mathematical concepts and language, with some being confident to using simple addition to help them problem solve. However opportunities to extend their thinking are limited. Children are developing confidence in counting up to 10, and the group focuses weekly on a new number. Children are learning about colour and shapes through practical activities and use this knowledge to help them make shape and colour sequences.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children talk about past and present events important to themselves. They have a good understanding of their own families and the local environment, with useful opportunities to become involved in community activities. Children have insufficient scope to select their own resources or techniques for designing and opportunities to use simple technological equipment are not consistent. They are learning about different cultures and beliefs through specific activities relating to festivals.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children have a good understanding about being healthy, which they have gained through topic work and daily routines. Children access a suitable range of energetic activities, they show a good awareness of space and are confident in moving around safely. There are missed opportunities to use the adjacent park to develop these skills. Children have regular access to manuable materials such as play dough, but have few opportunities to select and use a wide range of tools independently.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
------------	----------------

Children have good access to craft activities but frequently these have adult predetermined finished expectations, which limits the children's creativity when exploring media. Children are developing a good repertoire of songs and have opportunities to make and listen to a range of music. Children are able to play cooperatively and enjoy using their imaginations to develop their games. Children are responding to questions and can explain what their pictures are about.

**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**

- Evaluate children's construction and craft activities so that they can be individually imaginative and creative.
- Review the setting's planning of the Foundation Stage Curriculum so that it is well balanced across the sessions and provides children with a good range of structured and free play activities.
- Ensure that parents have suitable opportunities to feed information into their child's development records and receive structured feedback on their child's progress towards the early learning goals.

*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.*