



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 400433

DfES Number: 583044

### INSPECTION DETAILS

Inspection Date	30/04/2004
Inspector Name	Elizabeth Patricia Watton

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Burniston and Cloughton Playgroup
Setting Address	The Reading Rooms High Street, Cloughton Scarborough North Yorkshire YO13 0AE

### REGISTERED PROVIDER DETAILS

Name	The Committee of Burniston And Cloughton Pre-School 1042215
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### ORGANISATION DETAILS

Name	Burniston And Cloughton Pre-School
Address	The Reading Rooms High Street, Cloughton Scarborough North Yorkshire YO13 0AE

## 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

Burniston and Cloughton Playgroup is a voluntary, committee-run pre-school provision. It is situated on the main A171 in the village of Cloughton. The group has sole use of the community building. There is an enclosed yard for outdoor play and the adjacent village recreation area is also used.

The provider has been registered since June 1992 and serves mainly the immediate locality of Cloughton, Burniston, Scalby or Newby. Some children travel from villages further away and from the wider rural area. Although registered for full day care the facility is open from 9:15 am to 15:15, Monday to Friday, term time only. Younger children generally attend for either a morning or an afternoon session plus lunchtime. Older children are offered the opportunity to attend both in preparation for transition to school.

The group is able to provide funded nursery education places for those children of eligible age. For this they have the regular support of an Early Years Development Childcare Partnership Consultant. Of the 39 children currently on role, there are six funded 4-year olds and 25 funded 3-year olds. There are children with special educational needs and bi-lingual children currently attending.

The committee of parents employs five staff who have attended a variety of relevant training courses. An action plan regarding minimum qualification levels is being followed. The group also welcomes parental support in contributing to the adult-child ratio.

### How good is the Day Care?

Burniston and Cloughton Playgroup provides good care for children. The staff provide a warm, welcoming atmosphere where children feel relaxed, confident and motivated. They have a positive approach to their professional development although key staff are still working towards a recognised qualification. The premises are child friendly and attractive. These are continually evaluated and plans for development of the toilet facilities in place. There is a good range of resources both

indoors and out. Documentation is well organised with all required elements of record keeping completed appropriately.

All aspects of the children's health and safety are well addressed including effective use of risk assessments and check lists. The children choose from a range of healthy and nutritious snacks each day. Details of children's allergies are clearly displayed with a photograph of the child, in the kitchen area. Emergency information is also kept to hand. This ensures that risks to the children involved are greatly minimised.

The children are able to choose from a wide range of interesting and stimulating activities throughout the session. The sensitive interaction with the children enables the children's individual learning needs to be effectively addressed whilst at their self-chosen activities. This takes the child's stage of development, areas of interest and dispositions into account, benefiting all children equally. This approach works particularly well in ensuring quality inclusive play and learning for children with special needs attending the group. The behaviour management policy is implemented effectively. The children's self esteem is high and relationships are positive.

Partnership with parents is effective. Parents receive clear information about most aspects of the group in written and verbal forms. Relationships are relaxed and informal. Parents comment very favourably on the friendliness of the staff and the overall organisation of the facility.

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

At the last inspection the provider was asked to keep evidence of staff training and qualifications on file. This information is now included in the staff file. This evidences the full range of training attended to benefit the children and the expected timescales for the completion of recognised qualifications. The group was also asked to provide an action plan regarding the toilet area. There are now plans on file showing how this area is to be developed. Once the development has been completed, the children's access to appropriate toilet and hand washing facilities will be greatly increased.

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

- The premises are attractive and child friendly. The stimulating environment has a positive effect on the children's dispositions.
- The range of good quality resources are invitingly presented to maximise the freedom of choice for the children and provide all children with equality of access.
- The staff continue to attend relevant short training courses regularly in addition to their work in gaining recognised qualifications. The staff are working well within agreed timescales for completing their qualifications.
- The staff plan, prepare and provide a range of worthwhile activities addressing all the children's developmental needs and areas of interest. This

results in the children being highly motivated and able to build on their natural curiosity as learners.

- The staff's pleasant interaction with the children and their consistent use of praise and encouragement ensures that the children are cheerful and behave very well.
- Relationships with parents are open and friendly. The effective use of parents within the group, on a regular basis, contributes to a strong sense of continuity for the children. This enables the children to feel settled and confident.
- Children help themselves to toast, cheese and fruit at snack time. They have the choice of juice or milk and can access drinking water when they wish. This means that individual needs and preferences are addressed whilst also ensuring that children benefit from a healthy and nutritious snack.

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

- qualifications with regards to ensure that minimum qualification levels are met within agreed timescales premises, particularly the toilet facilities, continue to be evaluated.

#### **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	Continue to follow own development plan regarding meeting qualification levels.
4	Continue the development of the premises.

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

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

Burniston and Cloughton Playgroup provides good quality nursery education for the children in their care. There is a warm and stimulating environment where children make very good progress towards the early learning goals in all areas of learning.

Teaching very is good. The manager and the staff use their sound knowledge of the early learning goals and stepping stones to plan interesting, play based learning opportunities indoors and out. The activities are planned and presented in such as way as to ensure that all children can access them at their own level. The staff scaffold the older and more able children's learning by effective questioning and extending the activity. Younger children and those with special needs are similarly given a good level of support. There is a firm emphasis on personal, social and emotional development. This fosters a positive approach to learning in all areas of the curriculum. The planning and assessment system in use shows clear links to the early learning goals and how children develop. Effective use of this ensures that children make good progress whilst at playgroup and are able to continue to do so as they move on to primary school.

The leadership and management of the group is very good. The manager confidently takes a lead on curriculum issues, but the experience and training of the whole team is used effectively. Commitment to overall development is very good with effective evaluation of activities, facilities and processes.

Partnership with parents is very good. Information about the children's activities and their level of development are shared. Parents help regularly at the sessions, this gives them a good insight into how staff deliver the curriculum. An information sheet states how parents can help in practical ways whilst at playgroup but does not explain how they can help children's progress through these every day routines and activities.

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

- There is a strong emphasis on all aspects of personal, social and emotional development and very effective use of positive behaviour management techniques. This enables the children to listen attentively when necessary, yet display high levels of confidence, motivation and even exuberance when appropriate.
- The staff work well as a team, they are deployed effectively and contribute towards planning the various activities. This ensures that staff know what their responsibilities for the day are, and that they continue to be very motivated.
- The presentation of the environment positively encourages interest, exploration and therefore learning. Children of all abilities are able to access

the learning opportunities and be fully involved according to their age or stage of development.

- There is effective liaison with parents and outside agencies regarding the care and education of children with special needs. This ensures that there is sensitive support within the group and their wider developmental needs can also be addressed.
- The group works well with other local early year providers, in particular the schools where children will eventually continue their progression towards the early learning goals. This effective sharing of information and assessments provides good continuity of education for children as they move on.
- There is information about the children's development available for parents and the group continue to evaluate how this aspect can be developed to meet the parents' different needs. Parents contribute to the assessment process as the children are admitted to playgroup, and are invited to continue to do so if they wish.

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

- Information for parents helping in playgroup so that they are more aware of the learning potential in regular playgroup activities and routines.

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

Very good progress has been made since the last inspection. The staff continue to evaluate their practice and see the inspection process as part of that.

Opportunities for children to practise their pre-writing skills have been increased. There are now always writing material in role play areas and purposeful activities are planned which address this. This ensures that children begin to understand the real purpose of writing and recording information.

The staff are now using circle times effectively to help the children to learn about patterns of sound and rhyme and to introduce new vocabulary associated with the various topics. The staff confidently use alliteration, rhyme and rhythm with the children, sometimes injecting an element of humour. The children consequently learn to enjoy this aspect of communication, language and literacy.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Due to the staff's sensitive support of the staff, the children are confident, motivated and behave very well. They confidently choose their own activities and resources, and develop their skills for independence. Effective grouping of the children enables them all to listen attentively when necessary and take part fully in circle time activities. Children are encouraged to appreciate each other's viewpoint, they share and take turns well and show concern for each other.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

The more able children develop their language skills to a high level. The staff's knowledge of the individual children ensures that development is maximised for all children including those with special needs. The wealth of print in the environment and the provision of writing materials at various activities enables children to develop their pre-reading and pre-writing skills. The more able children begin to hear initial sounds in words and some are able to link this to letters.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Well planned activities indoors and out ensure that children recognise numbers in the environment and understand their practical use. They count with increasing confidence and develop an understanding of addition and subtraction by acting out number rhymes. The children begin to use mathematical language in their play, they confidently describe shape, size and position. Effective questioning encourages the children to develop ideas for solving problems.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Links with other agencies and a wide range of resources help the children to develop a good understanding of their environment, their community and their place within it. The inviting presentation of equipment and materials provides daily opportunities for children to explore, investigate using all their senses and construct. Younger children are encouraged to enjoy using everyday technology in their play, more able children confidently use a range of computer games to support their learning.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

The children move with increasing confidence and control, the provision for indoor physical play ensures that this development continues when children are unable to play outdoors. They are provided with a range of small and large equipment indoors and out which enables them to develop their physical skills to good level. They learn to use simple tools when playing with play dough, sand and paper. Older and more able children use scissors very capably to cut around shapes.

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Very Good
The children confidently explore colour texture and shape in their art and craft work. The older and more able children sing a wide range of songs from memory and match movement to music. They learn about rhythm and many children can tap the rhythm of their name. The provision for role play is very good. The children draw on their real life experiences, act out well known story situations and invent their own story lines when playing in 'the hospital' or 'police station'.	
<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 improving the following:
- improve information for parents on rota about how they can help children's development through regular playgroup routines and activities
- continue to use the evaluation systems already in place to ensure that the educational provision remains of a high standard.

*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.*