



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 309469

DfES Number: 514438

### INSPECTION DETAILS

|                 |                         |
|-----------------|-------------------------|
| Inspection Date | 25/01/2005              |
| Inspector Name  | Michael, David Charnley |

### SETTING DETAILS

|                 |  |
|-----------------|--|
| Day Care Type   | Sessional Day Care                                       |
| Setting Name    | St John Vianney Playgroup                                |
| Setting Address | Glastonbury Avenue<br>Blackpool<br>Lancashire<br>FY1 6RD |

### REGISTERED PROVIDER DETAILS

|      |                 |
|------|-----------------|
| Name | Mrs Agnes Quinn |
|------|-----------------|

## 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

St John Vianney Playgroup has been in operation since 1982 and is supported by the local parish. The playgroup is situated in the Marton area of Blackpool and based in a purpose built single story building. Facilities include the reception area, two adjoining playrooms and hall. There is also the provision of an enclosed outdoor play area. The playgroup's opening times are each weekday from 9.05 to 11.35 hours in the mornings and 12.50 to 15.20 hours in the afternoons during term time only.

There a total of 45 children on roll aged from 2 to under 5 years, of whom 22 are funded 3 and 4 year olds. The playgroup supports children with special educational needs and children who speak English as an additional language. There are links with the local special needs school known as Woodlands and the 'Pre-school Integration Project'.

The playgroup employs 6 members in total. Four of the staff hold relevant early years child care qualifications including the manager and named deputy. The remaining two members of staff are in the process of working towards Level II and III qualifications relevant to early years child care and education.

The playgroup receives input from the SureStart Early Years Childcare and Development Partnership and is a member of the Pre-School Learning Alliance.

### How good is the Day Care?

St John Vianney Playgroup provides satisfactory care for children. Staff maintain a warm and welcoming environment that contributes to children's sense of security and belonging. The staff team organise space and resources that aids children's ability to move freely and independently, however staff's use of time is not always effectively managed during some group activities. Play materials are wide ranging and of good quality. These are organised for easy access and used well by the children. Record keeping documents are generally well organised and up to date. Confidentiality is maintained.

Staff pay good attention to children's safety on and off the premises, these are secure and well maintained. Health and hygiene practices are fostered as part of the daily routine, this includes the provision of healthy and nutritious snacks. Staff take positive steps to prevent the spread of infection and appropriate measures to meet children with any health or dietary requirements. Staff recognise that the child's welfare is paramount. They are well aware of their responsibilities to report matters of concern, however the ability to follow the correct procedures is not clearly understood.

Staff plan in advance an interesting and stimulating programme of activities that engages children and contributes to their learning. Positive relationships are formed with the children who are generally well settled and happy. Staff, however are not always pro-active in their ability to engage all children, particularly those with less confidence. Older children are not given opportunities to extend their ability to be independent. The setting adopts appropriate strategies for managing children's behaviour, however not all staff are consistent and effective in their approach.

Staff form good relationships with the parents. This involves the regular exchange of verbal and written information in order to promote consistency and continuity of care.

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

At the last inspection the setting agreed to meet the minimum quota of qualified staff and formalise the induction procedure. They also agreed to devise and implement procedures relating to incident recording and uncollected children.

The minimum qualification requirements are now met in that there are four qualified members with the remaining two members in the process of either completing or starting relevant training courses in early years child care. The induction procedure has since been formalised. This includes new members shadowing existing members and signing a document to show that they have read and understood the setting's policies and procedures.

Procedures relating to incident recording and uncollected children have since been drawn up. Both documents are maintained on file with staff showing an awareness of how to respond should any such situation arise.

The completed action areas as highlighted above results in a more efficient and safe management of the provision that promotes the welfare, care and learning of children.

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

- The good use of displays and labels is an effective means of promoting children's learning particularly in the areas of mathematics and language development. Children willingly practice their counting skills and talk about the letter that is attached to their chair at snack time.
- Staff implement practices to safeguard children's welfare on the premises, these include fire drills and the carrying out of risk assessments prior to the

start of each session.

- The effective organisation of play materials and equipment enables children to independently explore and engage in various avenues of play. Children enjoy using the computer equipment, construction materials and climbing equipment, developing skills in the process.
- Attention to planning is good. Staff as a team pool their ideas and resources to produce a diverse programme of activities. These are topic based. Children, for example, show good levels of sustained interest as they talk about and learn where birds live during a craft activity.

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

- staff's use of time and resources
- levels of attention towards the less confident children
- levels of opportunities for older children to become more independent
- the approach to managing children's behaviour
- arrangements for making sure the child protection statement complies and is understood.

#### **PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)**

There are no complaints to report since 1st April 2004.

#### **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 must take the following actions by the date shown**

| Std | Action  | Date       |
|-----|---|------------|
| 13  | Make clear the procedures to follow in the event of | 06/02/2005 |

|  |   |  |
|--|---|--|
|  | an allegation being made against a staff member and ensure that the correct action is taken in these circumstances. |  |
|--|---|--|

**The Registered Person should have regard to the following recommendations by the time of the next inspection**

| Std | Recommendation   |
|-----|--|
| 3   | Ensure all staff are pro-active in engaging children who are lacking in confidence and extend the independence levels of the older children approaching school age.      |
| 2   | Make more effective use of staff 's time and resources as a means of providing richer learning experiences for the children, particularly at snack time and circle time. |
| 11  | Increase staff's knowledge and ability to manage children's behaviour in a manner that is effective, consistent and promotes their welfare and development.              |

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

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

St John Vianney Playgroup offers good quality provision where children are making generally good progress towards the early learning goals in all six areas.

Teaching is generally good. The staff team have a growing knowledge of the foundation stage and plan a good range of practical and meaningful experiences for the children. There are, however shortfalls in the planning resulting in deficits across all six areas of learning. Staff observe and assess children as a means of keeping track on their progress and informing future planning. The approach, however is not systematic in that it is difficult to ascertain 'where children are at' and what they need to learn next. Staff work directly with the children for most of the time providing an environment that encourages children to be self-sufficient. The staff's use of time and resources however is not always effective. The grouping of children in situations such as circle time does not hold the interests of all children. Staff act as positive role models and prompt children to use good manners, however children are not consistently made aware of the boundaries.

Leadership and management is generally good. Staff are on the whole are clear about their roles and responsibilities for children's well being and learning. Staff have access to guidance, support and relevant training. Regular meetings are held to discuss various aspects of the provision and individual children, however a lack of systematic review of practice means that teaching strategies are not effective in some areas.

Partnership with parents is generally good. Parents are provided with detailed information about the setting and the ongoing activities. Parents are encouraged to participate in their children's learning and provide resources to accompany current themes. They are invited into the setting to discuss their child's achievements and parents make some contribution to the assessment process.

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

- Children's personal, social and emotional development is given high priority. Staff value children achievements. Children respond well to praise and as a result develop confidence and self-esteem. Children form good relationships with staff, referring to them as their aunties. Staff are friendly and approachable towards children, thus aiding children's sense of well being.
- Parents are kept informed of the topics taking place within the setting via newsletters and actively contribute. They are given good information about the early learning goals, which are displayed. Parents support children in their learning, for example, by identifying items that begin with the corresponding letter of the week and reading to them at home.
- Children, to good effect, enjoy using tools and malleable materials. Children

pat, squeeze and roll out the playdoh to form different shapes. Children with good concentration learn how to operate the mouse as they perform simple programmes on the computer. Children competently use glue sticks, paintbrushes and various other materials to produce collages, pictures, models in 2 and 3 dimensional form.

- Children engage well in topic based activities particularly those relating to knowledge and understanding of the world. Children observe the features of living things as they observe the frogspawn develop into frogs, children learn about how birds survive in the winter and the types of food they eat. Children learn an appreciation of different cultures and take part in a magic video activity that takes them on a sleigh adventure through Lapland.
- The children have access to an extensive range of quality equipment to support their learning in all areas, and staff give them sufficient time to become engrossed in both adult led and child selected activities such as board games, painting, jigsaws, sand and water play.

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

- the use of observation and assessment to evidence at what level children are in their learning so as to help move them on to the next stage
- staff's knowledge of how to use everyday activities and routines to help the more able children become increasingly independent and develop their understanding of simple addition and subtraction
- consistency of approach in ensuring that children are aware of what is acceptable in terms of their behaviour so that it doesn't adversely affect others in their play
- staff's use of time, resources and a review of how children are grouped with their ages and abilities in mind.

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

Generally good progress has been made since the last inspection. The setting was asked to develop the formal planning of the educational programme, identify what the children are to learn from the activities already provided and note how to extend the learning of those children who work more slowly or finish more quickly.

The staff as a team plan together activity programmes that are more clearly linked to the early learning goals and based on their improving knowledge of the foundation stage. Staff have attended training courses in order to promote their understanding. The plans indicate what children are to learn as part of the continuous provision and also during the more focussed, adult led activities. The abilities and learning rates of individual children are taken into account when planning future activities although differentiation to show how the more able children will be stretched in their learning is not clearly specified.

The setting was also asked to develop the assessment records to identify clearly the

early learning goals and use these to inform future planning. This area of practice continues to be developed with the setting receiving valuable input from the early years teacher team. Only limited information is available about where children are at in their learning and this area continues to be developed and is therefore being raised as a key issue.



## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Children are motivated and eager to learn, persisting well during activities. Children have good personal independence skills, however opportunities were missed to extend the more capable children during routine activities such as snack time. Children explore their surroundings with confidence, freely choosing resources and enjoying their use. Children enjoy working alone or in small groups, showing good flexibility in response to changes in routine. Children generally behave well.

### COMMUNICATION, LANGUAGE AND LITERACY

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

Children are developing good communication and language skills. Children use talk to recall and relive past experiences, for example trip to the zoo. Children show their ability to listen and concentrate; however attention spans are not always sustained during larger group situations. Children enjoy listening to stories and with enthusiasm suggest what might happen next. Children enjoy linking sounds to letters and are making good progress in this area. Most children can recognise their names.

### MATHEMATICAL DEVELOPMENT

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

Children show an interest in number and are keen to count. Some are able to count reliably to 5 and others up to 10 and beyond. Children are beginning to learn numbers of personal significance. Children develop simple calculation skills during day to day activities, using associated language such as more or less; however planning is less effective in the area of simple addition and subtraction. They learn about size, weight and measure during practical activities such as baking.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Children show good levels of curiosity as they observe the bird feeder and talk about the features. Children develop a good awareness of change as they learn what happens when frogs transform. Children enjoy construction and design making. They use a good range of tools and techniques safely and competently. Children develop a sense of time and place, as they are familiar with routine. Children are not given maximum opportunities to differentiate between past and present.

## **PHYSICAL DEVELOPMENT**

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

Children move around confidently and with pleasure. Children enjoy experimenting with different ways of moving such as hopping, skipping and jumping. Children show good perseverance as they learn how to balance along ropes and beams. Children develop good fine and gross motor skills as they use a range of small and large equipment. Children do not always show respect for others personal space particularly during robust physical activity. Children show an awareness of healthy practices.

## **CREATIVE DEVELOPMENT**

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

Children enjoy the the freedom of being able to express themselves using a wide variety of media and materials. Children explore colour and texture in their play and with gusto join in and sing familiar songs and rhymes. Children take an interest in and explore the sounds that different musical instruments make. They use their imagination during role play activity and enjoy the use of props to support them. At times, however the role play area presents little challenge.

**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

- develop the observation and assessment procedures to show an accurate picture of where children are in their learning as a means of moving them on to the next stage
- increase staff's awareness of how to use everyday activities and routines to extend the more able children's ability to be independent and develop their understanding of simple addition and subtraction
- develop children's awareness of the need to respect other's space when playing among them particularly during robust activity
- review and adapt the organisation of staff's time, resources and grouping as a means of engaging the interests of all children.

*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.*