



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 317461

DfES Number: 585272

### INSPECTION DETAILS

Inspection Date	11/02/2005
Inspector Name	Stephen Andrew Blake

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Abbeytown Pre-School Playgroup
Setting Address	Main Street Abbeytown Wigton Cumbria CA7 4RU

### REGISTERED PROVIDER DETAILS

Name	Abbeytown Pre-School Playgroup 1036588
------	--

### ORGANISATION DETAILS

Name	Abbeytown Pre-School Playgroup
Address	Main Street Abbeytown Wigton Cumbria CA7 4RU

## 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

Abbeytown Pre School Playgroup was established in 1968 and moved to its current site in January 2001. The Group occupy a port cabin within it's own grounds adjacent to Holm Cultram Abbey C of E Primary School in the village of Abbeytown approximately 8 miles from Wigton. The playgroup serves the immediate and extended rural areas.

Abbeytown Pre School Playgroup is registered to provide Sessional Day Care to a maximum of 15 children aged 2 - 5 years. The provision is divided into 2 groups operated by different staff teams. The 'Playgroup' accept children aged 2 -3 years and operate 13:00 - 15:30 on Monday and Wednesday and 09:00 - 11:30 on Friday. The 'Pre-School' accepts children aged 3 - 4 years and operate between 09:00 - 11:30 Monday, Wednesday and Thursday. On Tuesday the Pre School operate 09:00 - 11:30 and 13:00 - 15:30. Both groups operate during term time only.

Abbeytown Pre School Playgroup provides Foundation Stage education to Nursery Grant funded children. At present there are 19 children on the roll, 11 of whom are funded 3 and 4 year olds. Although the provision accepts children with special needs, there are no children with identified special needs and there are no children for whom English is an additional language.

Children have access to the main Pre-School room, office and toilets, the all weather outdoor play area and adjoining nature area.

Abbeytown Pre School Playgroup is managed by a committee and employs a total of 6 staff (including 2 relief). Staff hold appropriate child care qualifications.

Abbeytown Pre School Playgroup is a member of the Pre-School Learning Alliance.

### How good is the Day Care?

Abbeytown Pre School Playgroup provides good care to children. Staff are well organised, appropriately qualified and have a clear understanding of their roles and

responsibilities. They organise the available space well so that children have access to a range of resources and can rest appropriately. They plan an environment that is welcoming and conducive to early learning. Staff meet regularly to ensure effective communication. Documentation is well organised so that children's needs are clearly recorded.

Attention to safety is satisfactory. Policies and procedures are well written to ensure children's safety within the registered premises and when engaged on outings. Staff do not record their risk assessments of the premises. There are gaps in the fences to both the play and nature areas. Staff implement appropriate health and hygiene practices. They have a good understanding of child protection procedures.

Staff provide children with a good range of activities and accessible resources. They have a good understanding of the Foundation Stage curriculum and the early learning goals. Sometimes children's behaviour acts as a barrier to learning. Plans are clear and well written. Staff have a good awareness of equal opportunities. They have a very good understanding of special needs and have effective systems for monitoring concerns regarding children's progress. They have a good relationship with children and know them well.

The partnership with parents is good. Parents feel informed about their child within the setting and communicate with staff informally before and after sessions. Parents receive regular newsletters, participate on a rota basis and have access to policies and procedures. Parents participate in the management committee and are confident in the ability of staff to provide care in accordance with their wishes and the child's individual needs.

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

Since the last inspection, Abbeytown Pre School Playgroup has ensured that staff in charge of children hold a Level III qualification appropriate to the post. They have established clearly defined procedures for emergency evacuation of the building and these are displayed. Staff have also removed the nettles in the outside play area, established an operational procedure for any outings provided and attended first aid training to ensure there is at least one member of staff with a current first aid certificate on the premises.

This ensures that children are protected on the premises and when engaged in trips and outings.

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

- Relationships between staff and children are good. Staff take time to listen to and value children's contributions. This promotes children's confidence and self esteem.
- The partnership with parents. Parents participate on the management committee and have access to written information about the setting. Parents find staff approachable and are confident in the ability of staff to meet the needs of their child.

- The environment is warm and welcoming for children and their parents and this enables children to settle quickly into their surroundings.
- Staff have a good awareness of Special Educational Needs and have effective systems in place to meet the needs of children with identified special needs.

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

- the system for recording risk assessments
- security in the play and nature areas
- the system to ensure that behaviour management is applied consistently.

#### **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 from 1st April 2004.

#### **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
6	Ensure that a risk assessment of the premises is recorded and this is reviewed if there is a significant change and secure the gaps in the play area and nature area fences.
11	Ensure that behaviour management strategies are applied consistently.

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

### How effective is the nursery education?

Abbeytown Pre School Playgroup provide generally good quality nursery education overall which enables children to make generally good progress towards the Early Learning Goals. Provision for their communication, language and literacy and mathematical development is particularly well planned. Provision for their spiritual, social, moral and cultural development is well planned and children make very good progress in these areas

The quality of teaching is generally good. Staff generally manage children well and have a very good relationship with them. Pre School and Playgroup staff are appropriately qualified and compliment each other well. Available space is well planned so that children access a wide range of resources to challenge and extend their learning.

Staff give individual children a good level of support. They provide very good support to children with special needs and implement Individual Education Plans effectively. Staff plan individual activities but do always provide sufficient opportunities for increased periods of physical play to enable children to 'let off steam'. Consequently children become frustrated and the resulting behaviour becomes a barrier to learning. Children do not have sufficient opportunities to examine other cultures and beliefs.

Staff maintain written assessments of children's learning and assessments inform future planning. Overall planning is well written and used flexibly to accommodate children's learning needs. Staff participate in training relating to Early Learning.

The leadership and management of the nursery is generally good. The Key Issues raised at the last inspection have been addressed. The committee support staff well.

The partnership with parents is very good. Parents exchange verbal information with staff daily, have access to policies and to their child's work. Staff provide parents with written information regarding Foundation Stage learning.

### What is being done well?

- The partnership with parents. Parents participate on the management committee, are involved in their child's learning and have access to written information about the setting. Parents find staff approachable and are confident in the ability of staff to meet the needs of their child.
- Staff have a good awareness of Special Educational Needs and have effective systems in place to meet the needs of children with identified special needs.

- Relationships between staff and children are very good. Staff take time to listen to and value children's contributions. This promotes children's confidence and self esteem.
- Available space is well planned and a wide range of resources are accessible to children.

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

- the system for managing children's behaviour to ensure that behaviour does not act as a barrier to learning
- the range of daily activities to include opportunities for increased periods of physical play
- the range of opportunities provided for children to examine other cultures and beliefs.

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

Very good progress has been made since the last inspection. The previous Nursery Education Inspection took place on 5th and 6th February 2001. Two points for consideration were identified.

The subsequent Action Plan has ensured that the DfES Code of Practice for the Identification and Assessment of Special Educational Needs is used for recording and development purposes. The Action Plan has also established more regular communication links with parents to ensure that they are kept fully aware of the progress their children are making towards the early learning goals.

The managers of the Pre School and Playgroup sessions have each attended training in Special Needs and communicated their learning to colleagues. Staff have also established Individual Education Programmes for children where a learning concern is identified. These are well written and staff work closely with parents and outside agencies to ensure that individual children's learning is recorded and monitored. This ensures continuity of provision for any special needs children as they leave Pre School to go to school.

Staff provide parents with a written assessment of their child's progress across the six areas of learning on two occasions each academic year. Staff also arrange an annual 'open day' where parents can discuss any specific concerns they may have about their child's learning and examine their child's work. At all other times, parents have informal access to their child's work and exchange verbal information with staff on a daily basis. Staff meet regularly with parents of children with identified special needs or where there is concern regarding a child's progress in the six areas of learning. Parents state that the information they receive about their child's learning is good. This ensures that parents are made fully aware of their child's progress toward the early learning goals; enabling them to make more effective contributions to their child's learning.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Children enjoy working together and are forming good relationships. They are aware of the needs of others and respect their personal space. They are confident in discussions and activities. Children take turns and share experiences for example, when sharing board games or during free play. They are relaxed and use appropriate self care for example, when hand washing. Children's behaviour is sometimes inappropriate and on these occasions behaviour becomes a barrier to learning.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
------------	-----------

Children have a good grasp of language and use it appropriately for example, when talking about the JCB Loadhaul or explaining why Maisy is climbing the ladder. They use accessible writing and handwriting materials and are developing their handwriting skills. Some children can write their name. They confidently talk amongst themselves and to the larger group for example, during snack times. Children are read to, respond with interest and understanding and are linking sounds with letters.

### MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
------------	-----------

Children recognise numbers and count in familiar context. They have an understanding of calculation for example, plotting the variety and frequency of different weather days and calculating the most frequently occurring. They compare numbers and show an understanding of addition and subtraction. They use mathematical language appropriately and have a good understanding of shape, space, volume and measure for example, using the computer to identify shapes and knowing which is longer and shorter.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Children enjoy a range of activities and resources to explore and investigate across the curriculum for example, examining the weather. They design and make things using a range of resources for example, the paint rollers. They confidently use the IT equipment to extend their learning for example, recognising shape or following on screen instructions to complete a task. Children have insufficient opportunities to learn about other people's cultures and beliefs.

<b>PHYSICAL DEVELOPMENT</b>	
Judgement:	Generally Good
Children confidently move around the available space and show a good awareness of themselves and others. They are taught to use a range of tools and materials appropriately for example, in craft activities. Children have a good awareness of their health and body for example, when washing their hands before snack time and after craft activities. Sometimes there are insufficient opportunities for children to experience increased periods of physical play and 'let off steam'.	

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Generally Good
Children enjoy access to a range of materials enabling them to explore for example, the texture of paint on the hands or sand in the tray. They express imagination through a range of resources and activities. They make good use of accessible materials to paint and draw. Children enjoy reciting rhymes from memory. Staff provide children with opportunities to explore sound and use musical instruments but children's behaviour sometimes restricts the impact of this as a learning experience.	

<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>
---

## 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

- review the system for managing children's behaviour to ensure that behaviour does not act as a barrier to learning
- extend the range of daily activities to include opportunities for increased periods of physical play. This will ensure that children have opportunities to 'let off steam' and extend their physical development
- provide children with more opportunities to examine other cultures and beliefs. This will extend their knowledge and understanding of the world.

*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.*