



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 226261

DfES Number: 520548

### INSPECTION DETAILS

Inspection Date	08/03/2004
Inspector Name	Judith Chinnery

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Burton on the Wolds Playgroup
Setting Address	The Village Hall Loughborough Road, Burton-on-the-Wolds Loughborough Leicestershire LE12 5AF

### REGISTERED PROVIDER DETAILS

Name	Burton on the Wolds Pre-School Playgroup 1038703
------	--

### ORGANISATION DETAILS

Name	Burton on the Wolds Pre-School Playgroup
Address	The Village Hall Loughborough Road, Burton-on-the-Wolds Loughborough Leicestershire LE12 5AF

## 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

Burton On The Wolds Playgroup opened over 35 years ago. It operates from Burton On The Wolds' Village Hall. Children attend from the village and surrounding rural area.

There are currently 26 children from two to five years on roll. This includes eight funded three year olds and six funded four year olds. The group supports children who have special educational needs and children who speak English as an additional language.

The group opens four days a week during term times. Sessions are from 09:15 until 11:45. Children attend a variety of sessions.

There are two full time members of staff and three part time members of staff working with the children. Of these, two have early years qualifications and one is currently on a training programme. The setting receives support from a mentor teacher from the Leicestershire Early Years Development and Childcare Partnership.

### How good is the Day Care?

Burton On The Wolds Playgroup provides good care for children. The staff work well together to organise the available space to ensure that children can play freely. Children and parents are warmly welcomed in to a room which, is attractively set up with the day's activities. A wide variety of resources are available to the children. They are used well to support children's learning in all areas. Most records and procedures are well maintained for the safe and efficient running of the setting.

Staff are knowledgeable and vigilant about children's safety and ensure there are suitable safety precautions in place to prevent accidents. Children are aware of good hygiene practices, regularly washing their hands. There are good systems in place to manage medication and accidents. Children receive regular drinks, although drinking water is not available at all times. They are provided with healthy snacks

which include fruit. Equality of opportunity is promoted well. Staff are knowledgeable about individual needs and ensure all children are included in activities. Staff have a suitable working knowledge of local child protection procedures, although, there are no procedures to be followed in the event of allegations of abuse being made against members of staff or volunteers.

A wide range of worthwhile and stimulating activities are planned for children each day. Most of the experiences provided for the children help them to learn and develop skills in maths, language, creativity and imagination. Children behave well in the setting, they respond positively to the clear and consistent boundaries set by the staff.

Staff are committed to working in partnership with parents. Staff and parents share good relationships and regularly share verbal information about each child. Staff ensure that children are looked after according to parents' wishes.

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

At the last Children Act Inspection the setting was asked to make a number of improvements to record keeping; procedures; the vetting of staff; various aspects of safety.

Since the last inspection the setting has worked hard to implement all the improvements. Medication procedures have been effectively developed and implemented and parents give written permission for staff to seek emergency medical treatment; any significant incidents regarding children's behaviour are now recorded appropriately; information about children's needs is effectively recorded; suitable records are kept for volunteers and committee members; the registration system now shows arrival and departure times for all staff and children. A suitable operational plan is now in place; effective policies and procedures have been developed and implemented to manage children's behaviour, deal with uncollected children, manage complaints, promote equality of opportunity, support children with special needs and deal with any child protection concerns. The above records and procedures now contribute effectively to the safe and efficient running of the setting.

A suitably qualified manager and deputy have been identified. Ofsted has been notified of all existing staff, while the committee are in the process of being vetted. There are suitable arrangements in place to ensure that children are protected from any unvetted persons.

Good safety precautions are now in place to prevent accidents and ensure that children can play safely. Staff ensure that children do not have access to the kitchen, front lobby or store. A suitable risk assessment has been undertaken and any hazards identified have been effectively minimised. Electrical systems are the responsibility of the Village Hall Committee and are regularly checked.

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

- Children have access to a wide range of resources which are generally used

well to support their learning in all areas.

- Staff make good use of the available space to ensure that children can play freely.
- Good safety precautions exist to prevent accidents to the children.
- Parents and children are warmly welcomed each day into the setting. Children are received in to an attractively set out room.

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

- procedures to be followed in the event of allegations of abuse being made against staff
- procedures to be followed in the event a child is lost
- provision of fresh drinking water
- parents knowledge of policies and procedures

#### **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	Develop and implement procedures to be followed in the event that a child is lost.
8	Ensure that fresh drinking water is available to the children at all times.
13	Develop and implement procedures to be followed in the event of allegations of abuse being made against members of staff or volunteers.
14	Ensure that policies and procedures are actively shared with parents.

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

### How effective is the nursery education?

Children are making generally good progress towards the early learning goals in most areas and very good progress in knowledge and understanding of the world.

The quality of teaching is generally good. Staff have a sound knowledge of the Foundation Stage and the stepping stones towards the goals. They use this to plan worthwhile activities across the six areas of learning. Assessments of children's progress are completed regularly, but these are not linked to the plans and few activities have clear learning intentions based on what the children know and need to do next. Methods used to teach children are very good; staff make good use of small and large groups. Staff use questions which encourage children to think, particularly for 3-year-olds, although 4-year-olds are not always sufficiently challenged, especially in self-help skills and mathematics. Staff manage children's behaviour very well, they set clear and consistent boundaries. Resources are excellent and are used well to support children's learning in all areas, although activities are not always supervised effectively, with too many staff at one activity.

Leadership and management of the setting is generally good. A strong and well established team of staff work effectively together, helped by a supportive management committee. There are good systems in place to assess the setting's strengths and weaknesses giving staff a clear focus for future development. Staff are committed to making improvements for all children and have made several beneficial changes to their practice. However, evaluation of the educational provision is sporadic and not effective.

Partnership with parents is generally good. Parents receive useful information about the provision and share good relationships with the staff. Parents are effectively involved in their children's learning, helping out regularly in the group. However, they are less well informed about their child's progress through the stepping stones.

### What is being done well?

- Knowledge and understanding of the world is promoted well. Children particularly enjoy exploring the natural resources on display, learning about differences between materials.
- Children behave well. They respond positively to the clear and consistent boundaries made by staff.
- Good opportunities exist for children to explore different textures and use all of their senses.
- The staff team work well together and are effectively supported by the management committee.

**What needs to be improved?**

- the information given to parents about their children's progress towards the early learning goals
- planning which: shows suitable learning intentions, is linked to the assessment of children's progress, indicates the deployment of staff, and is effectively evaluated
- challenges for more able children, particularly 4-year-olds.

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

At the last Nursery Education Inspection, the setting was asked to make improvements to opportunities for using letters and words in writing; to ensure that parents are well informed about children's progress; to give children more opportunities to use a wide range of creative resources and to express their own ideas and feelings.

Since the last inspection, the setting has made generally good improvements to their practice. They have successfully provided more opportunities for children to use and write letters and words in imaginative play, such as the theatre booking office. Children now have many opportunities to create art with a variety of materials, freely expressing their own ideas and feelings. Parents receive good, informal, verbal information about their child, however, they continue to be less well informed about their child's progress towards the early learning goals.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Children enter the setting confidently, eager to get involved. Most children persevere with activities until they are finished. Children share good relationships with each other. Many 4-year-olds will help younger children with tasks. They behave very well in the group, responding well to clear boundaries. Children have a growing awareness of differences in cultures and enjoy being part of the group. However there are few opportunities for children, particularly 4-year-olds, to be independent.

### COMMUNICATION, LANGUAGE AND LITERACY

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

Children speak well and 4-year-olds can give complex explanations, such as how the tooth fairy visits. They listen well to stories and instructions and use the book corner spontaneously, handling books carefully. Children enjoy making marks and can give meaning to their drawings. Many of them hold pencils well and are beginning to form some recognisable letters. However, children's ability to play and experiment with sounds of letters in fun ways is less well developed.

### MATHEMATICAL DEVELOPMENT

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

Children enjoy counting. Most 3-year-olds count reliably to ten, while some 4-year-olds are beginning to recognise some numerals. Children are very interested in shapes. Many four-year-olds talk reliably about the shapes of everyday objects. Some children are able to adapt shapes and cut material to size, for example to make a snowman. Some children recognise when they have the same number of objects. The older children are not yet confident with calculation or solving simple number problems.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Most children excitedly explore items and compare natural materials with made objects. They are keen to see how things work and to join and fold materials such as making an envelope. Children use simple technological toys and equipment confidently and effectively. They have a lively interest in familiar people and significant events, such as birthdays. They are knowledgeable about the world around them and enjoy growing things. Their interest in other cultures and beliefs is growing.

<b>PHYSICAL DEVELOPMENT</b>	
Judgement:	Generally Good
Children move around the room confidently and display progressive abilities to climb and use equipment. They negotiate skilful pathways around objects and people. Most children can use small equipment, such as scissors, well and handle small jigsaw pieces competently. While most children are able to take care of their own needs, they are less aware of healthy practices and the effects of exercise on their bodies.	

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Generally Good
Children enjoy opportunities to explore different textures such as clay. Some older children are beginning to explore what happens when they mix colours. They use their imagination well and improvise resources effectively to support their play. They use their senses, such as touch and smell, to find out about objects. While children enjoy singing, they are less experienced at recreating movement in response to music.	

<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**

- develop ways to ensure that parents can share information about their child and are better informed about their children's progress towards the early learning goals
- develop plans which show clear learning intentions and are linked to the assessment of children's progress. Visit each aspect more frequently to secure children's learning before moving onto the next stage. Ensure that plans indicate where staff will be deployed and include a suitable system to evaluate the educational provision, particularly in whether the learning intentions have been met
- ensure there are appropriate challenges for more able children, especially the four-year-olds and particularly in developing their independence skills, calculating in maths and in moving to a variety of music.

*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.*