



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 218179

DfES Number: 539863

### INSPECTION DETAILS

Inspection Date 09/12/2004  
Inspector Name Christine Holmes

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Landywood Playgroup  
Setting Address Community Centre  
Landywood Lane, Great Wyrley  
Walsall  
West Midlands  
WS6 6JX

### REGISTERED PROVIDER DETAILS

Name The Committee of LANDYWOOD PLAYGROUP COMMITTEE

### ORGANISATION DETAILS

Name LANDYWOOD PLAYGROUP COMMITTEE  
Address Landywood Lane  
Great Wyrley  
Walsall  
West Midlands  
WS6 6JX

## 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

Landywood Playgroup is run by Landywood Playgroup Committee. It opened in 1973. The group operates from a community centre in Great Wyrley, Walsall. A maximum of 26 children may attend the playgroup at any one time. The playgroup is open each weekday from 09:15 to 11:45 term time only. All children share access to a secure enclosed outdoor play area.

There are currently 32 children aged 2 to 3 years on roll. Of these six receive funding for nursery education. Children attending live in and around the local area. The group currently supports children with special educational needs and children who speak English as an additional language.

The playgroup employs five staff. All staff hold appropriate early years qualifications.

### How good is the Day Care?

Landywood Playgroup provides good care for children. It is well organised: space and resources are used imaginatively to create a stimulating, orderly and supportive environment for children. The staff build secure and warm relationships with the children. They are particularly good at recognising and valuing each child's needs, helping to raise children's self esteem and confidence. The staff are guided by policies and procedures which are clearly understood and implemented consistently. There is a wide range of resources available, including a range of toys, which promotes equality of opportunity and anti-discriminatory practice. Paperwork is well organised and regularly reviewed, but registration records lack some detail.

Good attention is given to health and hygiene routines. A risk assessment has been completed and necessary steps have been taken to minimise identified potential hazards. Children are provided with regular drinks and healthy, nutritious snacks. Staff have a clear understanding of the importance of equality issues for young children and meets their individual needs well.

Staff have a sound knowledge and understanding of how children learn and how they can help this process. They provide children with a wide range of interesting and stimulating activities, which promote children's learning and imagination in order to give them a wide range of experiences. Children's behaviour is good. Staff use consistent methods of behaviour management, which children respond well to.

The partnership with parents is good. Parents form part of the committee and are involved in the group as helpers. There are good opportunities for parents to receive information about the provision. Informal arrangements are in place for staff to exchange information with parents regarding their children's progress.

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

Not applicable

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

- Staff are well organised; use space and resources imaginatively to create a stimulating, orderly environment for children. They take necessary steps to ensure the environment is safe and secure.
- The group provides care for children with special needs and liaises with parents and other professionals to ensure that individual needs are well met.
- Good relationships are promoted between staff and the children and within the peer group. The staff know the children well and children are happy and well settled. Staff spend time talking and listening to children and helping them to learn.
- Clear instructions, praise, compliments and encouragement are given to the children and they respond well. Children behave well, take turns and share.

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

- the recording of children's departure time from the group.

#### **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.

#### **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	Record children's departure times from the group.

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

### How effective is the nursery education?

Landywood Playgroup offers good quality provision overall which helps children to make generally good progress towards all the early learning goals.

The quality of teaching is generally good. Planning clearly sets out what children are expected to learn. There is a very good system to gather information about children's attainments and this is used to inform discussions with parents about their children's progress. However, all assessments are not kept up to date and they do not feed future plans effectively which results in a lack of challenge for children. Staff have a generally good knowledge of the early learning goals and use plenty of questions and comments to encourage children to explain and to talk about things happening beyond the here and now, but some aspects of literacy and mathematics are not fully promoted by staff. Child-initiated activities are included in the planning, but craft and constructing activities are often adult-led, limiting children's freedom of creativity. Staff build warm and trusting relationships with children and are particularly good at recognising and valuing each child's needs, helping to raise children's self esteem and confidence. They manage children's behaviour effectively and provide a very good level of support to children with special needs and to children who speak English as an additional language.

Leadership and management are generally good. Staff have a clear understanding of their roles and responsibilities and work well together as a team. Professional development is encouraged. There is not yet a rigorous system to monitor and evaluate the quality of teaching.

Partnership with parents is very good. Information is shared with parents to keep them informed about the provision and their child's day. The setting seeks and values parents contributions helping to form successful relationships. Parents are encouraged to be involved in the group through the committee and helping out in sessions.

### What is being done well?

- A familiar routine is provided by staff that promotes children's self-confidence. Staff know the children well. They interact well with them, introduce new vocabulary and are interested in what they say and do.
- Staff provide very well planned activities in an imaginative manner, which ensures children are interested and motivated to learn.
- Staff have a very good understanding of the Special Educational Needs Code of Practice and use it well to assess, monitor and produce individual education plans for children with special needs.
- Strategies to manage children's behaviour are effective. Good behaviour is

encouraged through verbal praise and encouragement. Children are encouraged to share and take turns and consider the feelings of others.

- Staff develop good relationships with the parents, who are encouraged to participate and influence the children's' learning, ensuring good links between home and pre-school.

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

- the use of activity evaluations and children's assessments to feed planning
- opportunities for children to use their initiative, particularly when working in three dimensions creatively or constructing for a purpose
- the opportunities for children to write for a purpose; link sounds to letters; count for a purpose and recognise numbers as labels
- the monitoring and evaluation of the quality of teaching and learning.

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

Not applicable

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children separate readily from their main carer and are confident to seek out known adults for support and to share experiences. They are developing relationships with other children and are beginning to initiate interactions with each other. Independence in selecting and carrying out available activities is good and children are beginning to persist in activities of their choosing, although they are not always encouraged to see to their own personal needs, such as putting on their apron.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children take part in a variety of activities that develop their listening skills. They are able to communicate ideas and feelings and use speech to explore real and imagined experiences. Children are developing an enjoyment of books. They are learning that print carries meaning and are able to recognise their own name. However, children are not writing for a variety of purposes in their play and are not encouraged to become aware of sounds in words.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children use number in songs and rhymes, but counting and numerals are not encouraged enough during spontaneous and planned activities and more able children are not challenged enough to solve number problems. Children are learning about shape, size and capacity, but everyday routines are not used to further develop this area of learning. Children are beginning to use language to compare size and shape, but are not always encouraged to use positional language.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are curious to observe and explore living things and objects using all their senses. However, they do not go outside to explore the natural world and the community in which they live. Children are introduced to building and joining with different materials but do not assemble for their own purpose. Children know how to use technological items such as remote control cars and simple computer programmes. All children are learning about other cultures and beliefs.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are involved in planned physical play sessions daily. They are developing a sense of space and are able to use both small and large equipment with confidence and control, but more able children are not always challenged enough. A wide range of tools is freely accessible to the children to develop fine manipulative skills. Children are not developing an awareness of their own bodies and the importance of exercise.

## **CREATIVE DEVELOPMENT**

Judgement: Generally Good

All children confidently recite nursery rhymes from memory. They learn how to make sounds with musical instruments and can use them to play loudly or quietly. Children are expressing their ideas and imagination freely through activities such as role-play. They are introduced to different materials and techniques and can use line, shape and colour in their work but do not have enough opportunities to express their own ideas with the full range of materials.

**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**

- introduce a system which makes full use of children's assessments to feed future plans to ensure more able children are sufficiently challenged
- increase opportunities for children to use their initiative, particularly when working in three dimensions creatively or constructing for a purpose
- provide opportunities for children to write for a purpose; link sounds to letters; count for a purpose and recognise numbers as labels
- devise a system to monitor and evaluate the quality of teaching and learning.

*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.*