



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 226195

DfES Number: 595021

### INSPECTION DETAILS

Inspection Date 11/06/2004  
Inspector Name Diana Pidgeon

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Blackfordby Playgroup  
Setting Address Village Hall, Sandtop Lane  
Blackfordby  
Swadlincote  
Derbyshire  
DE11 8AL

### REGISTERED PROVIDER DETAILS

Name Blackfordby Playgroup 1061411

### ORGANISATION DETAILS

Name Blackfordby Playgroup  
Address Village Hall, Sandtop Lane  
Blackfordby  
Swadlincote  
Derbyshire  
DE11 8AL

## 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

Blackfordby Playgroup opened over thirty years ago. It is committee managed. The playgroup meets in Blackfordby Village Hall, and serves the local rural population of North-West Leicestershire. Children attend from Blackfordby and surrounding villages. The accommodation consists of one large hall with associated toilet and kitchen facilities. An additional side hall is available and used occasionally by the group. There is no outdoor play area.

The playgroup opens Monday to Friday from 09:15 to 11:45 and Wednesdays 12:45 to 15:15, during school term times only. There are currently 41 children from 2 years to 4 years on roll. This includes 11 funded 3-year-olds and 8 funded 4-year-olds. The playgroup supports a child with special educational needs. There are no children attending who speak English as an additional language.

There are five staff who work with the children. The leader and two assistant leaders hold National Vocational Qualifications level 3 (NVQ 3) in childcare and education. The playgroup receives the support of a teacher from Leicestershire Early Years Development and Childcare Partnership.

### How good is the Day Care?

Blackfordby Playgroup provides good quality care for children. Staff create a child-friendly environment in the village hall by the use of attractive play materials, posters and activities. Good relationships are maintained with the children, which enable them to play happily and confidently.

Staff ensure children's safety through implementing the clear procedures in place. Systems to monitor children arriving and departing are given high priority. All staff have a clear understanding of the child protection procedures. Most aspects of promoting children's health and hygiene are satisfactory. There is currently only one member of staff who holds a current first aid certificate. Children are provided with a mid-session snack that takes account of their individual dietary needs.

Staff plan a broad range of play activities for the children, which promotes all areas of their development, and equality of opportunity. Sessions offer a balance of adult-led activities and free play. Staff are deployed effectively to ensure children receive support, behaviour is promoted consistently and all children are included. Children have plenty of opportunity to play physically indoors and their movement skills are fostered appropriately. Some large group activities do not always meet the needs of the broad range of ages and abilities present.

Parents are welcomed into the playgroup and many stay to settle children or to help on a rota basis. Clear written information is available to them about the policies and procedures. Parents are aware of the current themes and topics and all children are encouraged to bring items to contribute to the interest table. Staff ensure they are available to speak with parents at each end of the sessions. All the required documentation is clearly maintained, and good detail noted on records of accidents or incidents that are shared with parents.

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

Since the last inspection the playgroup has satisfactorily addressed both of the actions raised. Through the provision of a covered jug of fresh drinking water and cups, children are able to have a drink at any time during the session. This has considerably improved their access to regular drinks which are essential for children's well being. An administration of medication policy has been introduced, and suitable arrangements are now in place to support children needing any medicines to be given during the session times. The addition of this documentation ensures all parents and staff are aware of the procedures to be followed.

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

- Effective use of the good range of toys and play materials ensures children access a variety of activities that promote all areas of their development. Toys and equipment are arranged to be accessible to the children, allowing them to make choices in their play. Interesting and interactive toys, such as the microwave in the home area, encourage children to use their imagination.
- Staff demonstrate a clear understanding of the Area Child Protection Procedures which ensures the welfare, safety and protection of the children is paramount. Following training staff have developed defined roles and they are all aware of their responsibilities.
- Children learn through a well-planned range of first hand experiences. They handle a range of materials such as dough, paint and glue, exploring them using all their senses. Staff support children to learn new skills and to handle tools such as blunt knives and scissors safely.
- The premises offer a safe and secure environment for the children. Staff transform the bare village hall into a stimulating play environment on a daily basis. Children enjoy space for physical play indoors, allowing them to climb, ride wheeled toys or play group games. Tabletop activities are presented in an area that allows children to sit, concentrate and persevere with tasks,

often supported by adults.

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

- the number of staff holding current first aid certificates, to ensure that there is always one present at the premises or on outings, if the designated first aider is absent
- the organisation of some large group activities to ensure the needs of all children are met.

#### **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
7	Ensure there is always at least one member of staff with a current first aid certificate on the premises at any one time.
2	Review the organisation of large group activities to ensure the needs of all children are met.

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

### How effective is the nursery education?

Blackfordby Playgroup provides good quality nursery education in a happy and secure environment. Children are making generally good progress towards the early learning goals. The daily routine provides a balance of adult-led and child initiated activities.

The quality of teaching is generally good. Staff have a good understanding of the Foundation Stage and deliver a balanced curriculum that covers all areas of learning. Assessment systems are clear and regularly updated. Planning is generally effective, but does not always indicate how activities can be extended for more able children, resulting in missed opportunities. Staff work well as a team and develop good relationships with the children. They help children to acquire new skills and encourage them to persevere with tasks. Staff offer children consistent boundaries and support them to co-operate and take turns in their play. Children with special educational needs are given clear time and attention to enable them to fully participate in all activities.

The leadership and management of the playgroup are generally good. The Leader assumes overall responsibility for the daily management of the playgroup and provides clear direction. Some steps are taken to evaluate practice. The staff show good levels of commitment and benefit from attending regular training. Some staff have specific areas of responsibility.

The partnership with parents is generally good. Staff spend time talking with parents and sharing information about each child. Parents receive good general information from the playgroup, although they have limited information about how children make progress towards the early learning goals. Parents are well informed about routines and topics, and some help in the group. Children share reading books from playgroup at home. Not all parents are aware of how to access their child's records although the group has an open door policy. Parents do not contribute to their child's assessments.

### What is being done well?

- Children are developing a love of books and stories. The book area is attractively presented which encourages children to want to sit and read. Children particularly enjoy the homemade books with photographs of past playgroup events. Children handle books carefully, and older children understand how print works and that it adds meaning to the story.
- Staff give considerable thought to how children's physical development can be best promoted without the use of an outdoor area. They plan a varied range of activities using, tunnels, a climbing frame, balance beam and wheeled toys that are available for long periods of time within the session. This enables all children to practise and develop their skills.

- Staff are allocated areas of responsibility for different aspects of the provision. This encourages a sense of ownership and ensures staff feel fully involved. Staff's strengths and interests are recognised and used effectively in the setting. The staff work well as a team and show good levels of commitment.
- Good practical emphasis is given to helping children to understand number. Staff promote relevant counting at group times and within play. Children confidently count forwards and backwards and indicate that they appreciate the concept of five by holding up five fingers. Children know a large amount of number rhymes and songs, which they perform with enthusiasm.

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

- challenges for 4-year-olds and more able children
- the partnership with parents by providing more ways parents can gain information about the Foundation Stage and have access to their child's assessments
- planning, to show how activities can be extended for older or more able children.

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

Since the last inspection the playgroup has implemented their action plan to address the four key issues raised. Generally good progress has been made.

Planning systems have been considerably reviewed and are now broken down into long, medium and short term plans. These cover all areas of learning. However, learning opportunities to extend the older or more able children are not always clear.

The programme for personal, social and emotional development has been improved through the addition of planned activities to raise children's awareness of their own and other cultures, and to observe and care for living things. Additional resources have been purchased to promote children's understanding of other cultures and these are regularly used within general play. Although children have no regular access to any outdoor space they have enjoyed trips and walks into the local area, watched seeds and plants grow and studied animals on many occasions. Good use is made of visitors to extend children's learning in this area.

Staff's knowledge and understanding of the Code of Practice on the Identification and Assessment of Special Educational Needs has been considerably improved. All three leaders have undertaken training since the last inspection and one has assumed a lead responsibility as the Special Educational Needs Co-ordinator for the playgroup. She has attended additional training and established suitable record keeping systems. A clear Special Educational Needs policy has been put in place. These measures have enabled the playgroup to effectively identify and support children with additional needs.

Assessment systems have been regularly reviewed and modified to record children's progress towards the early learning goals. Staff have taken on board advice from training and have developed effective systems to record children's progress on a regular basis. This enables staff to know what children can do and to plan for their next steps in learning.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are eager to learn and are usually well motivated. They show confidence in their surroundings and build good relationships with each other and with staff. Children make their own decisions about what they wish to do, but older children's independence skills are not fully extended. Some children concentrate well and older children patiently take turns in games and share equipment. All children are learning appropriate ways to behave and to show respect for others.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children generally speak confidently. They use language to express their ideas and talk to one another. They enjoy stories and show a love of many kinds of books. Children enjoy mark making and experiment with writing in role-play and directed activities. Some children form recognisable letters. Children see print in the environment, but have few opportunities to recognise their names. Older children begin to link letters and sounds confidently.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

All children show a sound understanding of number and enjoy counting activities. They recognise numerals and use number names. Children count forwards and backwards in rhymes and games. Children sort, match and compare in many activities. They use appropriate language to compare position and describe shape. Some play situations are not fully exploited to extend older or more able children.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Planned activities offer children opportunities to notice change, such as observing weather. Children regularly design and make models using a variety of construction sets or recycled materials, although this is not always extended for 4-year-olds. Children frequently use modern technology, such as calculators, cameras and working cash tills. They learn about their own and other cultures through planned activities and within free play. Children recall past events and places significant to them.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children climb, balance, negotiate obstacles and ride bikes safely indoors. Planned activities help them to investigate different ways to move and to use balls, hoops and small equipment. Some more able children are not fully extended. All children use tools, such as brushes, scissors or blunt knives, with increasing confidence and have time to practise their skills. Some children show good awareness of the effect physical activity has on their bodies.



**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children are learning to explore colour and texture by using a variety of materials. Many draw or paint freely using their imagination. They explore an interesting variety of collage materials using their senses. Some children draw on their own experiences as they play in the well-resourced home area. Children enjoy singing and know a wide variety of songs and action rhymes. They participate enthusiastically when playing instruments or moving freely to music.

**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**

- Ensure 4-year-olds and more able children are suitably challenged, with particular reference to large group activities.
- Extend the information available to parents in relation to the early learning goals. Increase their awareness of how to access and contribute towards their child's assessment records.
- Continue to develop the planning system to show how activities can be extended for older or more able 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.*