



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 136034

DfES Number: 511669

### INSPECTION DETAILS

Inspection Date	26/01/2004
Inspector Name	Beryl Baggs

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Marshfield Playgroup
Setting Address	The Community Centre, Hayfield Marshfield Chippenham Wiltshire SN14 8RA

### REGISTERED PROVIDER DETAILS

Name	The Committee of Marshfield Playgroup Committee
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### ORGANISATION DETAILS

Name	Marshfield Playgroup Committee
Address	10 Hibbs Close Marshfield Chippenham Wiltshire SN14 8LN

## 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

Marshfield Pre-school Playgroup, established almost 40 years ago, operates from purpose built rooms attached to the Community Centre, The Hayfield in Marshfield. It is owned and managed by a committee of parents who employ a play leader and play staff.

The playgroup is registered to provide full day care for a maximum of 24 children between the age of two and under eight years. Children attend from the age of two and a half years. The playgroup opens Monday to Friday 08:00 and 18:00 throughout the year. School- aged children may attend before and after school and in school holidays.

There are 37 children on roll, of whom nine four-year-olds and fourteen three-year-olds receive nursery education grant. There are no children with special educational needs or who use English as a second language.

There are seven staff of whom six hold, or are working towards, a childcare qualification. The playgroup is supported by the Early Years Development and Childcare Partnership.

### How good is the Day Care?

Marshfield Preschool Playgroup provides good quality care for children. The play leader is experienced and holds a childcare qualification. Planned, well organised sessions ensure staff work with the children at all times. The new sole use building is decorated in bright primary colours with child sized tables and chairs for children to use. Records are stored safely and confidentially. Limited play materials are set out for children as they arrive. Some activities are left in boxes resulting in some toys getting little use and children standing on chairs to reach into boxes on the table.

Safety checks are made daily and staff are aware of hazards for children. The premises are secure and only authorised people collect children. The playgroup promotes good hygiene practices. Children have a cooked lunch or bring a lunch

box to eat at playgroup. Snacks are healthy and nutritious. A water dispenser gives children access to drinks at all times. All children are encouraged to play with the toys. Some separate activities are provided for foundation stage children. Support is given to children with additional needs, progress highlighted and liaison with parents and other professionals is encouraged. There is good awareness of the signs of a child at risk. Procedures are in place to keep children safe.

The good range of attractive and interesting activities for the children meet their developmental needs for physical, language, counting, imagination and creative skills. Children are supported by praise and distraction techniques to behave well. Children are helped to understand why some behaviour is not acceptable, emphasising the consequences of what they have done. Although there are good images of other cultures in the play materials, those of disabilities and gender role are limited.

Parents are welcomed to the playgroup, join a parent rota and are informed about their children's progress on a daily basis as well as through formal twice yearly reports.

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

The procedure to be followed in the event of an allegation against a member of staff has been added to the operational plan.

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

- A new sole use building is decorated in bright primary colours, giving carpeted and messy play areas, and easy access to toilets for the children.
- A good range of attractive and interesting activities for the children meet their developmental needs for physical, language, counting, imagination and creative skills.
- Safety checks are made daily and staff are aware of hazards for children. The premises are secure and only authorised people collect children.
- Children have a cooked lunch or bring a lunch box to eat at playgroup. Snacks are healthy and nutritious. A water dispenser gives children access to drinks at all times.
- Parents are welcomed to the playgroup, join a parent rota and are informed about their children's progress on a daily basis as well as through formal twice yearly reports.

#### **An aspect of outstanding practice:**

The management structure shares responsibility and develops skills in all staff. The playleader delegates planning and SENCO roles to deputies, who in turn also support less experienced and unqualified staff.

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

- the amount of play materials set out safely and attractively for children at all times
- the positive images of disability and gender role in the play materials for the children.

### 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	Ensure sufficient play materials are set out safely and attractively for children at all times.
9	Extend the positive images of disability and gender role in the play materials for the children.

## 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. They are excited and keen to learn. They talk well and enjoy stories. They count well and use mathematics in their play. They learn about the world around them and how other people live. They are imaginative in their art and role play. There are some weaknesses in children's use of books, writing in free play, and learning about addition and subtraction.

Teaching of children is generally good. Good challenges help children to learn. There is good support to children with special educational needs. Children's behaviour is managed well. Key activities are rotated through the week so all children can benefit. The full learning potential of each activity is not included in the written plans or understood by all the staff. Some activities are not presented well to children, left in boxes on the floor or the table resulting in children not playing with them or standing on a chair to reach the contents.

Leadership and management is very good. A strong management structure delegates to deputies the tasks of planning and monitoring inexperienced staff. Regular meetings are held to plan activities and to discuss playgroup issues and training possibilities. The need to review physical play has been identified. There is encouragement for all staff to train and improve the care and education of all the children. Evaluations of activities for children are not written down.

Partnership with parents is very good. They have useful information about the early learning goals and the rolling programme of special activities such as cooking and the computer. Parents can be involved through the parent help rota and contribute resources to the current topic. Parents are well informed about their children's progress on a daily basis and through the foundation stage profile to which they can add their own comments. Open evenings offer parents a chance to see what children learn from their play.

### What is being done well?

- Children are excited and eager to learn. They are confident to try new activities and speak well in circle time. They generally behave well and respond positively to changes in activity such as tidying up and going out to play.
- Children are curious about things around them such as recycling, and making Gloop. They have many opportunities to learn about different countries and their way of life, creating Scottish tartans and handling Chinese money and newspaper.
- Parents are well informed about their children's progress on a daily basis and through the foundation stage profile to which they can add their own

comments. Open evenings offer parents opportunities to look at photos illustrating what children learn through play and to try for themselves.

- A strong management structure delegates the tasks of planning and monitoring inexperienced staff to deputies. Regular meetings are held to plan activities and to discuss playgroup issues and training possibilities.

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

- Opportunities for children to write by including writing materials in the role play area and children's access to books by making the book corner more attractive and comfortable.
- Practical activities for children to begin to develop an understanding of addition and subtraction, combining two groups of objects and taking one away from the other.
- Short term planning to include the full range of learning outcomes for children, the language to be promoted in the activity, how to extend or adapt the activity to the needs of individual children, staff and the duty parent's awareness of these.
- Written evaluations of key activities to promote the improvement in the provision for all children.

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

The group has made generally good progress since the last inspection. More equipment has been obtained to develop children's physical skills. The assessment records are linked to the early learning goals and referred to in planning next activities for the children. Although the main learning goal for each activity has been identified on the plans, issues remain about children's use of books, writing in free play and learning about addition and subtraction. Extensions or adaptations for more or less able children are not identified in the planning.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are excited and eager to learn. They are confident to try new activities and speak well in circle time. They sit and listen quietly. They have confidence to express their needs. They make good relationships with children and have trust in the adults for security and support. They generally behave well and respond positively to tidying up and going out to play. They have many opportunities to be independent and complete work even when other children have moved to another activity.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children talk well to each other. They listen to stories and join in familiar phrases in rhymes and songs. Children talk about what they are doing. They link sounds to letters and respond well to phonics activities. Children understand that print has meaning and recognise their names. Some children write their names clearly on their work and staff encourage all children to do so. The well stocked book corner was not used well and children lacked materials to write in free play.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children count well and one child counted to 18 confidently. They have opportunities to play dice games and link patterns of dots to counting and numerals. They play games which develop the idea of what quantity looks like. Children are learning about shape, size and positions. They measure in cooking and match patterns. Children do not have opportunities on a regular and practical basis to develop the ideas of one more and one less.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children explore and investigate a wide variety of materials and objects. They are curious about things around them such as recycling, and making Gloop. They design and build with a number of construction sets and use everyday technology in their role play. Children are developing a sense of time and place, observing life cycles and meeting local people such as a farmer, and an optician. They have many opportunities to learn about different countries and their way of life.

### **PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Children have many opportunities for physical play included in the daily programme. P.E. is included indoors each week and opportunities to climb, balance, and jump will be available when the new secure outside area has been surfaced. Children have a sense of space and avoid collisions with each other. They have opportunities to learn about their bodies, such as hearing and sight, and the importance of breathing. Children use a range of equipment, tools and materials with growing skill.

### **CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children explore colour, texture in two and three dimensions with paint, play dough, junk modelling and fabric. They have opportunities to make music and instruments as well as experience music of other cultures such as the Caribbean, and Greece. They use their imagination in role play and construction. They paint with clear awareness of the effect they seek.

**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

- extend opportunities for children to write by including writing materials in the role play area and children's access to books by making the book corner more attractive and comfortable
- develop practical activities for children to begin to develop an understanding of addition and subtraction, combining two groups of objects and taking one away from the other
- expand short term planning to include the full range of learning outcomes for children, the language to be promoted in the activity, how to extend or adapt the activity to the needs of individual children, staff and the duty parent's awareness of these
- develop written evaluations of key activities to promote the improvement in the provision for 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.*