



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 205382

DfES Number: 511351

### INSPECTION DETAILS

Inspection Date	03/02/2005
Inspector Name	Rebecca Hadley

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Henwick Playgroup
Setting Address	Oldbury Park School Oldbury Road Worcester Worcestershire WR2 6AA

### REGISTERED PROVIDER DETAILS

Name	The partnership of Mrs Carole Denning and Mrs Patricia Watton
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### ORGANISATION DETAILS

Name	Mrs Carole Denning and Mrs Patricia Watton
Address	Oldbury Park School Oldbury Road Worcester Worcestershire WR2 6AA

## 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

Henwick Playgroup opened in 1980. It operates from one room in Oldbury Park Primary School on the outskirts of Worcester. The pre-school serves the local and surrounding areas.

There are currently 45 children under 5 years on roll. This includes 30 funded 3 year olds. Children attend for a variety of sessions. The setting supports children with special needs and who speak English as an additional language.

The group opens five days a week during school term. Sessions are from 09:00 to 11:45. There are eight part time staff who work with the children. Six members of staff have early years qualifications to NVQ Level 2 or 3. There are currently no members of staff working towards a recognised early years qualification. The setting receives support from a teacher / mentor from the Early Years Development and Childcare Partnership.

### How good is the Day Care?

Henwick Playgroup provides good quality childcare. There are effective procedures in place for appointing and vetting staff and for protecting children from persons who are not vetted. Staff continue to further their knowledge and expertise by attending regular training. Excellent use is made of space and a safe and extremely welcoming environment is provided for children and parents. The extensive range of toys is stored to enable children to easily choose for themselves and are regularly cleaned and checked for safety. All documentation is in place and stored confidentially, although the register does not state actual times of arrival and departure if different from session times.

Staff demonstrate a very good awareness of safety procedures and are vigilant about children's safety both indoors and outside. Safety is reinforced both in planned and unplanned activities. Staff are pro-active in promoting good hygiene and there are very good procedures in place for protecting children from infections. Healthy and nutritious snacks are provided which meet children's individual dietary

requirements. All children are valued and equal opportunities are actively promoted. Children have access to an extensive range of activities to promote images of diversity and culture. Staff are very aware of their role in protecting the children in their care and have an excellent knowledge of local child protection procedures and of maintaining confidentiality.

Staff interact positively with children and actively encourage them to participate in the wide range of activities provided. There are very clear methods in place for managing children's behaviour which all staff are aware of.

Effective procedures are in place for passing on information to parents verbally and through newsletters and notice boards. Parents are actively encouraged to be involved in the group and to share their expertise and experience.

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

At the last inspection the setting agreed to produce policies for lost and uncollected children, complaints and behaviour management. These are now in place and clearly state procedures to be followed and how the group will deal with these issues.

They also agreed to produce a risk assessment, which has now been completed and identifies potential risks and solutions to minimise risks to keep children safe.

They agreed to ensure that children's dates of birth are kept in the register; to appoint a member of staff responsible for behaviour management; and ensure that premises are secure at all times. There is now a named member of staff responsible for behaviour management who has attended training and is aware of her role. The premises are secure and staff check that doors are locked, outside areas secure and all access to the premises is closely monitored. Children's dates of birth are now recorded in the register.

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

- Children have access to an extensive range of interesting and stimulating activities both inside and outdoors to help them make progress in all areas of learning.
- The setting provides a welcoming, cheerful environment for children and parents. Children's work is displayed and both children and parents receive a warm greeting as they arrive.
- Staff demonstrate an excellent awareness of dietary requirements and allergies and always check ingredients and gain parental permission before offering children different foods.
- Staff have a very good awareness that some children have special needs and they actively work with parents and outside agencies to ensure that children's needs are met appropriately.
- There are very clear, consistent and positive procedures in place for

managing children's behaviour which include giving children an explanation as to why behaviour is not appropriate, offering constant praise and encouragement to re-enforce positive behaviour and liaising with parents to ensure consistency between home and the playgroup.

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

- the register to include the actual time of children's arrival and departure if different from actual session times.

#### **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	Ensure that the register contains actual times of arrival and departure if different from session times.

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

### How effective is the nursery education?

Henwick Playgroup provides very good quality nursery education. Children are enthusiastic and eager to participate in the varied and stimulating learning opportunities, which are provided to help them make very good progress towards the early learning goals.

Teaching is very good and children are well supported across all areas of learning. Staff have a comprehensive knowledge of the Foundation Stage and plan creative, interesting and exciting activities to help children learn. Children are provided with opportunities to extend learning through group and play situations and staff ask questions to encourage children to think, although some opportunities to provide creative painting and name recognition are missed. Staff are consistent in their approach to managing children's behaviour. They have high expectations and help children to develop good social values, confidence and self-esteem. Staff use assessment records well to identify the progress children are making and to help them move forward at a pace suitable for their individual needs. They organise the daily routine well and set out activities to enable children to move freely between them and chose for themselves.

Leadership and management are very good. The setting benefits from a very good management structure and staff are aware of their individual roles within this. Staff have opportunities to improve personal development through regular training and management actively support this. The management is pro-active in implementing ways to improve the setting and management and staff are totally committed to providing a high quality of care and education for the children.

Partnership with parents is very good and parents are encouraged to be involved in their children's learning. They are regularly informed of their children's progress. Good information is available to parents and parents' views regarding the setting are welcomed.

### What is being done well?

- Children have excellent opportunities to count and use maths in everyday situations. They can calculate using simple addition and subtraction. They understand that counting begins with one and can make pairs from two different amounts of numbers to see if they have the same, more, or less amounts of objects.
- Children play imaginatively both individually and with their peers. Role-play is very well supported and the children have access to an extensive range of resources to encourage them to use their imagination to act out familiar stories and experiences.
- Children have opportunities to practise mark making and writing on a daily

basis. They are starting to form recognisable letters without adult support and some can write their name.

- Children are developing a very good understanding of peoples differing cultures and beliefs through a variety of activities. They celebrate a range of festivals and are learning to write in different languages.
- The setting is pro-active in encouraging parents to be involved in their child's learning. Parents are informed of their child's progress through regular parents open days, newsletters, a notice board and daily verbal communication.

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

- children's access to free painting
- opportunities for younger children to develop name recognition.

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

At the last inspection the setting agreed to reduce the amount of copy writing, so that children have opportunities for independent writing and reduce colouring in activities, so that children have opportunities to express their own ideas through drawing.

Progress since the last inspection has been very good. Children now have opportunities on a daily basis for both independent mark making and drawing to enable them to express and explore their own ideas.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are interested, motivated to learn and enthusiastic to join in activities. They are very confident and chat happily expressing their views to each other and staff. They form very good relationships and are sensitive to each others needs. They work as part of a group to complete tasks and also independently alongside each other. They are developing a good sense of community through topics and visits to familiar places.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children are confident speakers and listeners. They actively join in group times, share information with each other and answer simple questions. They regularly practise mark making, can form recognisable letters and some can write their name. They link sounds to letters and can name the letter that objects start with. They can recognise their own names, although this is not extended for younger children. They enjoy looking at books and join in familiar stories with excitement and vigour.

### MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children show an active interest in numbers and counting and use number and counting in everyday situations. All children can count to 10 and some to 20 and beyond. They use a variety of mathematical language to compare size, shape, weight and measure in different activities and situations. They understand and can carry out simple calculations through planned activities and number rhymes.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children explore and learn about their local environment and the wider world. They are learning about the natural world and plant bulbs and watch them grow. They are developing a good sense of time, talk about and name days and months and are able to discuss past and present events in their life. They are able to use a variety of equipment including a computer, a telephone and a microphone.

### PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children have access to a wide range of activities to promote physical well being. They show a good awareness of space, both for themselves and others and can move with control and co-ordination. They are developing a good understanding of how to stay healthy and are aware of the need for personal hygiene and of the changes that take place to their bodies after exercise.

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Very Good
Children play imaginatively both individually and with their peers. They enjoy exploring sounds and listening to music and regularly sing throughout the day. They respond well to creative experiences and are able to create using a wide range of media and materials, although they do not always have access to free painting activities. They are able to express themselves in a variety of ways including dance, drama and activities to use their senses.	
<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>	



## OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- There are no significant weaknesses to report but consideration should be given to the following:
- provide opportunities for younger children to develop name recognition and for all children to access free painting.

*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.*