



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 510019

DfES Number: 517834

INSPECTION DETAILS

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| Inspection Date | 09/11/2004 |
| Inspector Name | Jackie Phillips |

SETTING DETAILS

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| Day Care Type | Sessional Day Care |
| Setting Name | Westcott Tots Playgroup, Westcott Primary School |
| Setting Address | Westcott Street Hull East Yorkshire HU8 8NB |

REGISTERED PROVIDER DETAILS

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| Name | The Committee of Westcott Tots Playgroup 1015444 |
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ORGANISATION DETAILS

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| Name | Westcott Tots Playgroup |
| Address | Westcott Street Hull North Humberside HU8 8NB |

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

Westcott Tots Playgroup has been registered since 1989, and is a committee run group located within the grounds of Westcott Primary School, on the east side of the city of Hull. Care is provided on ground floor level in an independent unit, and comprises of a main play room, a cloakroom area, toilets and hand washing facilities, and a kitchen used by staff but not accessed by children. An enclosed area for outside play is available.

The playgroup is open from Monday to Friday, term time only. Morning and afternoon sessions are available. Times of opening are between the hours of 09:15-11:45, and 12:45-15:15 each day. The provision is registered for a maximum of 19 children aged between 2 and 5 years of age. There are currently 35 children on roll, including 28 children who are in receipt of nursery education funding. There is support for children that may attend with a special need or for those who use English as an additional language.

There are six members of staff including the groups two supervisor's. Four members of staff hold a relevant childcare qualification and two are unqualified assistants. The group receives support from the Local Authority and staff attend training events to update their skills and knowledge. The group is a member of the Pre School Learning Alliance.

How good is the Day Care?

Westcott Tots Playgroup provides satisfactory care for young children. A stimulating environment is provided for children aged under five years, by a well-established team of adults. Appropriate areas are created for specific play and learning opportunities, and adults provide high levels of supervision and interaction. The routine of the session is well planned and meets the needs of all children.

Systems to maintain a safe and healthy environment are in place, however a procedure to follow if a child becomes lost has yet to be implemented. An adult with a current first aid certificate is required to be on the premises at all times. A snack is

provided, although arrangements are yet to be established to allow children access to drinking water as they wish throughout the session. The setting offers support and inclusion for children with special or additional needs, and staff promote positive behaviour management very well. The team have an understanding of child protection procedures, although the setting's policy lacks sufficient detail.

There is a good range of quality toys, books and equipment provided, that includes materials to promote an understanding of diversity and disability. Children can access their resources easily or make requests for favourite toys, which are promptly provided by adults of the setting. Staff promote and discuss anti-discriminatory practice very well. Activities are prepared in advance and well presented to children. They indicate a balance of adult led and child initiated play and learning experiences.

A positive partnership with parents is promoted through respect for parent's wishes and provision of verbal feedback on a daily basis. Newsletters are distributed to keep parents well informed. Most documentation is in place but is insufficiently organised to provide easily access by parents and staff, and to support the efficient and safe management of the provision.

What has improved since the last inspection?

Since the last inspection the setting has implemented suitable ways of recording details, and have updated information of the setting to include a complaints procedure. Most documentation is in place but systems to improve greater organisation of information to support and develop the management of the provision is required.

What is being done well?

- A stimulating environment is created for young children, that enables them to feel secure within their surroundings. The room is well prepared and presented prior to children's arrival, and adults effectively create areas for focused play opportunities. The adults of the setting provide children with high levels of conversation and interaction, and devise interesting ways to make play and learning fun.
- Activities are planned in advance and are purposeful for children's learning and enjoyment. Adults ensure that all children are included and respond promptly to individual need, especially when children request favourite toys and resources. They promote anti-discriminatory practice and are developing children's understanding of the wider world including a range of different cultures and beliefs.
- A positive partnership with parents is established by a range of techniques to share and exchange information regarding the care and progression of the children. Newsletters and a daily exchange of verbal information ensures that parents are kept well informed. The established team support each other well, and effective relationships are developed between parents and carers.

What needs to be improved?

- the organisation of the policies and procedures relating to the operation of the setting
- the documentation of a procedure to be followed if a child becomes lost, and the inclusion within the child protection policy of steps to take if an allegation is made against a member of staff or a volunteer
- the attendance of an adult with a valid first aid qualification on the premises at all times
- the access to drinking water by children throughout the session.

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

Satisfactory

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 must take the following actions by the date shown**

| Std | Action | Date |
|-----|---|------------|
| 2 | Devise and implement a clearly defined procedure to be followed in the event of a child being lost. | 17/12/2004 |
| 7 | Provide an action plan detailing how at least one member of staff will achieve a first aid qualification and be on the premises at all times. | 17/12/2004 |

The Registered Person should have regard to the following recommendations by the time of the next inspection

| Std | Recommendation |
|-----|----------------|
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| 8 | Provide children with access to drinking water at all times. |
| 13 | Develop the settings child protection statement to include the procedure to take in the event of an allegation being made against a member of staff or volunteer. |
| 14 | Improve the organisation of the records, policies and procedures of the setting to support the efficient and safe management of the provision. |

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

How effective is the nursery education?

Westcott Tots Playgroup provides good quality nursery education overall, which enables children to make generally good progress towards the early learning goals. Children's personal, social and emotional development, knowledge and understanding of the world, physical development and creative development are particularly well supported and they make very good progress in these areas.

The quality of teaching is generally good. The curriculum includes a range of interesting activities, although there are insufficient opportunities for children to practise and refine their handwriting skills. Behaviour is well managed, with praise given to celebrate children's achievements. Staff promote early education through a range of adult led and child initiated activities, although there are missed opportunities for children's learning and understanding to be reinforced by the provision of planned and spontaneous practical, first hand activities.

Leadership and management of the setting are generally good. Planning is based on a thematic approach and is shared with parents, however, it does not indicate how differentiation will be achieved, for example meeting the needs of three and four-year olds and those children with additional needs, including the provision of sufficient challenges for the more able children. A system is in place to support staff's professional progression and provide training opportunities.

Partnership with parents is generally good. Parents are kept informed through a range of methods including visual, verbal, and written information. They are positively welcomed into the setting and secure relationships are fostered. Curriculum planning is available for them, although there is insufficient information on each area of learning and indicators how parents might be involved and share in their children's education. They are provided with regular opportunities to exchange information regarding the progression and development of the children.

What is being done well?

- An interesting environment is created for children that supports their educational development, and in particular, their imagination. There is good attention paid to create focused learning areas and maps, pictures, posters, and displays are attractively presented to enhance the environment. Children can access their resources easily and make requests for favourite toys. The adults make learning fun and find creative ways of enabling children to behave well and work together co-operatively.
- A positive partnership with parents is fostered by a regular exchange of information regarding the care and development of the children. Parents are welcomed into the setting as parent helpers or to watch the children be involved in special concerts and sports days.

- The six areas of learning are presented to children through an interesting range of activities that promote knowledge and understanding within a thematic approach. Planning is prepared in advance and is understood by staff. The team develop effective relationships with children and use suitable methods to assess children's progression and development. A varied range of resources and equipment are provided that aid learning and support all children.

What needs to be improved?

- the opportunities for children to become more familiar with letters of the alphabet and practise and refine their handwriting skills
- the provision of practical, first hand activities to reinforce knowledge and learning, particularly those to promote mathematical understanding
- the development of curriculum planning to provide evidence of how the differing needs of children will be met and to allow parents to be suitably involved in their children's learning.

What has improved since the last inspection?

not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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| Judgement: | Very Good |
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Children's are becoming increasingly independent. They respond well when presented with new activities and are motivated to learn. Staff and children relate well to one another and secure and positive relationships are fostered. Children respond appropriately to strategies implemented to enable them to understand right from wrong, and to show respect for others. They enter the setting confidently and are enabled to make choices and decisions during their time at the provision.

COMMUNICATION, LANGUAGE AND LITERACY

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| Judgement: | Generally Good |
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Children contribute well during story time and respond to questions from adults. They understand that print carries meaning and enjoy stories and books. They are however, presented with insufficient opportunities for them to identify their name and become interested in letter sounds and formation, and to practise and refine their handwriting skills. Children speak fluently and descriptively, especially when engaged in role and imaginative play.

MATHEMATICAL DEVELOPMENT

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| Judgement: | Generally Good |
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Children are becoming aware of simple mathematics by visual evidence around the setting, and by learning songs that involve number, and counting by rote with an adult to ten and then backwards. There are however, insufficient opportunities for children to be involved in making calculations and solving problems through a range of planned or spontaneous practical activities. Children are becoming familiar with weight and capacity through sand and water play.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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| Judgement: | Very Good |
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Through resources, discussion and the celebration of festivals and special events, children are developing an understanding of their culture, their local community and that of the wider world. Children have access to a range of everyday information, communication and technology equipment and resources, and use a range of materials to investigate, observe and experiment.

PHYSICAL DEVELOPMENT

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| Judgement: | Very Good |
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Good opportunities are provided for children to develop a range of physical skills. The equipment encourages and challenges children to develop their manipulative skills in a variety of ways, such as cutting, drawing, rolling and placing collage materials onto paper with great precision. They are developing good spatial awareness and move confidently, negotiating around objects well.

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| CREATIVE DEVELOPMENT | |
| Judgement: | Very Good |
| Children use their imaginations particularly well and in a variety of ways. Role play, art and craft, music and stories, small world and construction materials all provide a vehicle for children's imagination to be fostered and developed. Musical instruments and a good repertoire of songs and rhymes, aid self expression. Children are encouraged to work independently or as part of group and special events are shared with parents and family members. | |
| 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

- increase the opportunities for children to practise their handwriting skills, to write for a purpose, to identify their own name and make appropriate links with the sounds and formation of letters
- include opportunities within the daily routine for children to develop further mathematical understanding and be involved in simple number operations by a range of first hand practical events and activities
- identify within the curriculum plans, how the needs of both three and four-year olds will be met, supporting individual requirements and providing suitable challenges for the older, more able children. Ensure that plans are accessible to parents with relevant information to enable them to be involved and share in their children's 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.