



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 400254

DfES Number: 524577

### INSPECTION DETAILS

Inspection Date	30/04/2004
Inspector Name	Diane Lynn Turner

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Swinton Playgroup
Setting Address	The Reading Rooms Swinton Malton North Yorkshire YO17 6SR

### REGISTERED PROVIDER DETAILS

Name	The Committee of Swinton Playgroup
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### ORGANISATION DETAILS

Name	Swinton Playgroup
Address	The Reading Rooms Swinton Malton North Yorkshire YO17 6SR

## 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

Swinton Playgroup is an established group that has been providing sessional care for nearly 20 years. It operates from the village hall in Swinton, a rural village on the outskirts of the town of Malton. It is run by a parent committee and is a member of the Pre School Learning Alliance (PLA). The facilities include a main play room with adjacent toilet facilities, two further rooms for focused activities, kitchen and an enclosed area for outdoor play.

The group is registered for 24 and takes children between the ages of two and a half and five years. Session times are between 09.15 and 11.45 Monday to Friday during term time only. The Friday Fun Fours session is specifically for the older children. The group serves the local community and a number of villages within the surrounding rural area. There are currently 37 children on role including 3 four-year-olds and 19 three-year-olds who are in receipt of nursery education funding. The group welcomes and supports children who have special needs and those who speak English as an additional language. There are none currently attending.

Five members of staff work directly with the children, two have early years qualifications to level three, and two have level two and are working towards level three.

The group receives support from the development workers at both the Early Years and Childcare Partnership (EYDCP) and the PLA.

### How good is the Day Care?

Swinton Playgroup provides good quality care for children. The provision is well organised with a good level of qualified staff who have a clear understanding of their role and work effectively together as a team. They are committed to updating their knowledge and developing their practice through training and provide a very warm and welcoming environment. The children are offered an excellent range of well-maintained toys and play equipment, with particularly good use being made of

the outdoor area to provide a range of interesting activities and experiences.

Staff have a high level of awareness of all risks to children's health and safety. There are effective procedures to identify and minimise hazards, ensure good hygiene practices in all areas and protect children from possible abuse. Children are provided with snacks that are varied and nutritious and take into account their dietary needs and preferences.

The children's individual needs are known, understood and met by staff who have a commitment to ensuring that all children have equal opportunities and access to activities. An excellent range of interesting and well-planned practical activities are provided. Staff support children well, extending their development and learning in all areas and maintaining clear boundaries for behaviour in age appropriate ways.

Parents are made very welcome. Information they receive is clear, of good quality and well presented. There are effective systems in place to share information and they are kept well informed about their child's progress. All documentation is in place and used consistently. It is well-organised and stored securely, but very occasionally lacks detail.

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

At the last inspection the playgroup agreed to develop an action plan to show how staff's knowledge and understanding of child protection would be developed.

All staff have recently attended relevant training to raise their awareness and now feel more confident in this area.

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

- The staff make best use of their time, the available space and resources to create a stimulating, orderly and supportive environment for the children. Displays are colourful and the interest tables well presented and inviting.
- Excellent use is made of the outdoor area to offer a range of good practical experiences. The children have opportunities to learn about the environment and living things, grow plants and learn about the effects of the weather, for example when drying clothes.
- Children are offered a broad range of well-planned practical activities that cover all areas of learning. Staff inspire enthusiasm and present the activities in an interesting and thoughtful way. Children are given time and good opportunities to explore, investigate and refine their ideas.
- There is an excellent range of good quality toys and resources in all areas that are used well to support children's play and learning. There is a particularly good range of books that encourages a love of reading.
- Staff have high expectations of children's behaviour. They encourage children's independence and expect them to be capable. They demonstrate a consistent approach and routinely use praise and encouragement. As a result

the children work well together, are able to share, take turns, demonstrate good manners and have high self esteem.

- The café style system used to provide snack is well thought out and makes the most of the learning opportunities presented. The children decide when to have their snack which causes no disruption to their play and concentration and provides for a pleasant social occasion.

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

- the documentation in relation to attendance records.

#### **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
14	Improve the registration system to ensure the arrival and departure times of both staff and children are recorded.

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

### How effective is the nursery education?

Swinton Playgroup provides a happy and welcoming environment where children make very good progress towards the Early Learning Goals.

Teaching is very good. Staff demonstrate a secure knowledge and understanding of the foundation stage curriculum and how children learn. The accommodation is well organised and an extensive range of well-planned and interesting practical activities is offered both indoors and outside. Staff know the children very well. They set challenges for both the three and four-year-olds and use effective questioning during activities to develop their understanding and encourage their thinking. Planning is clear, covers all areas and identifies children's individual learning needs. Staff make careful assessments of children's responses to activities and use them to plan for their future learning. Behaviour is managed very well. Children are given excellent opportunities to make decisions and develop their independence and staff make very good use of positive encouragement.

The leadership and management of the group is very good. The manager is committed to ensuring children's safety and well being and improving practices. Staff are valued and work well together as a team. They are very clear about their roles and responsibilities and are committed to developing their knowledge and improving their practice through training. The parent committee supports them well in all areas.

The partnership with parents and carers is very good. Parents and staff have a friendly relationship and the information they receive is of good quality and varied. This is evident through both the nursery prospectus, newsletters and one to one contact with staff. Parents are effectively encouraged to be involved in their child's learning and to take an active part in the sessions through the parent rota system. Parents speak very highly of the activities and experiences that are provided and are confident that their children are making good progress.

### What is being done well?

- Staff are extremely good role models for the children. They establish very good relationships and inspire an enthusiasm for knowledge and learning.
- Children have very good opportunities to regularly use number in everyday activities, for example they reliably count the number of children present at registration and correctly identify the date.
- Staff provide very good opportunities for children to explore and investigate through a wide range of practical activities. These include regular access to the outdoor area where they can observe nature closely and learn about the environment.
- There is an excellent range of resources that are used well by staff to support

children's learning in all areas. Children are able to make choices and select resources independently to complete their ideas, for example during craft and mark making activities.

- Children's behaviour is very good. Staff have high expectations of all children and provide very good opportunities for them to take responsibility and make choices. They confidently use the café system to decide when to have their snack, following the codes for this activity well.
- Parents are able to discuss all aspects of their child's development and are actively encouraged by staff to be involved in their child's learning, for example through the parent rota system.

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

- the accessibility of the children's name cards.

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

At the last inspection the setting was asked to provide more opportunities for the children to record their observations and for them to write independently using familiar words and letters.

Very good progress has been made in implementing the action plan developed in response to the issues raised. Plans now include regular opportunities for the children to record their observations, for example they have recently recorded the growth of seeds and they have opportunities to write independently at all sessions, for example in the office area and writing their names on their art work.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are keen and motivated to learn. They enthusiastically try out new ideas and experiences and show good levels of concentration in both large and small groups. They are confident in all aspects of their self care and are able to select and access their own resources. They are very settled and have good relationships with adults and each other. Their behaviour is very good. They are learning to negotiate and know right from wrong and are able to share, take turns and use good manners.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children demonstrate good speaking and listening skills. They initiate conversation, enjoy listening to stories and know that print carries meaning. They have access to a very good range of books which they use independently and handle carefully. The older and more able children are learning to recognise letters, sounds and words and most children can recognise their own name. They are confident in mark making and use this in other areas to support their play, for example role play.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Both three and four-year-olds demonstrate that they can count reliably. Most can recognise, identify the differences between, and correctly name a number of shapes and use size and positional language confidently. They can sort and match objects correctly and are beginning to make comparisons and use simple calculation. The more able are beginning to use mathematics to solve simple problems and they have very good opportunities to use number such as counting in everyday situations.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have good opportunities to explore and investigate a variety of materials and build constructively with a good range of resources. They show an interest in, and talk confidently about the local environment and are developing an understanding of time. They learn about different cultures, growth and caring for living things through good practical activities. Their use of information technology is developing well and they are able to use a range of equipment confidently.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

All children move confidently around the premises demonstrating good body control and co-ordination. They demonstrate an awareness of each other's personal space during group activities, can move in a variety of ways and are aware of the effect of activity on their bodies. Their fine motor skills are developing very well. They have opportunities to use a range of small equipment throughout the session such as scissors, brushes and pencils, which they do so confidently and effectively.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children have excellent opportunities to develop their independent creativity, explore colour, media and materials through the good range of practical opportunities provided. They use their imagination to express and communicate their feelings through role play using resources effectively to recreate both real and imagined experiences. They are developing a good awareness of music through group activities when they have opportunities to sing along to familiar songs and copy rhythms they hear.	

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**



### **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:*

- point for consideration
- ensure children's name cards are easily accessible at all times to support the writing activities of the younger and less 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.*