



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 311322

DfES Number: 583291

### INSPECTION DETAILS

Inspection Date	24/05/2004
Inspector Name	Ann Law

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Lindley Pre School Playgroup
Setting Address	Methodist Church Centre East Street Huddersfield West Yorkshire HD3 3ND

### REGISTERED PROVIDER DETAILS

Name	The Committee of Lindley Playgroup
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### ORGANISATION DETAILS

Name	Lindley Playgroup
Address	Methodist Church Centre East Street Huddersfield West Yorkshire HD3 3ND

## 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

Lindley Pre-school Playgroup opened in 1989 and is a voluntary organisation. They operate from the Methodist Church in the village of Lindley, near Huddersfield and serve the needs of the local community. The group has access to a large playroom, two smaller side rooms, storage and toilet facilities.

The group are registered for 26 children. They are currently caring for 65 children of which 28 3-year olds and 18 4-year olds are in receipt of nursery education funding. The setting does not currently support any children with special needs, but does support a number who speak English as an additional language.

Five part-time staff work with the children. All of whom hold or are working towards early years qualifications to NVQ level 2/3. The setting receives support from the local authority.

### How good is the Day Care?

Lindley Pre-school Playgroup provides good quality care for children. The setting is clean, attractively decorated with displays of children's artwork and has a welcoming atmosphere. Space is used effectively with clearly defined areas created for play. Children independently access a very good range of toys and resources, which partially reflect the diversity of our society. There are a comprehensive range of policies and procedures which support the high standards of care. However, the child protection statement requires more detail. The majority of the documentation is in place and confidentiality is a priority.

Staff give high priority to maintaining a safe and hygienic environment for the children and vigilant procedures are in place for security of the setting. Parents are made aware of the groups duty to protect children. Staff have a good awareness of children's individual needs, particularly with regard to special educational needs and English as an additional language. An effective key worker system is in place.

Through well planned focused activities and rotated continuous provision, children's developmental needs are met. Staff have good relationships with the children and positive methods are used to manage children's behaviour effectively.

The setting has an effective partnership with parents and a variety of methods are used to provide them with detailed information about the provision and informal information about their child's progress.

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

not applicable

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

- Staff have a good commitment to ensuring the inclusion of all children and their families. Information on cultural differences is sought at placement to make sure families differing customs are acknowledged and can be respected. The setting offers it's welcome pack, policies and procedures in a variety of ways i.e. audiocassette, translated, Braille etc to meet the needs of all families.
- There are very good procedures in place to prevent the spread of infection. Contaminated waste is disposed of efficiently and hygienic practices are independently performed by children for hand washing. A very comprehensive box accompanies staff and children to the toilets to cover all eventualities and safeguard children's health.
- Staff have a very sensitive and professional approach to working in partnership with parents and ensuring appropriate action is taken if a child is identified with additional needs. They are committed to providing a graduated approach, keeping accurate records and working with external agencies to help children progress to the best of their ability.
- The setting is very parent friendly and the staff take every opportunity to involve parents in the running of the pre-school. They are encouraged to be part of the management committee, volunteer as a parent helper or participate in outings and visits. Regular newsletters inform parents of themed topics and encourage their involvement in their child's learning.

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

- appraisal system for staff
- documentation relating to medication
- positive images of disability in the play provision
- child protection policy.

<b>Outcome of the inspection</b>
Good

<b>CONDITIONS OF REGISTRATION</b>
<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
<i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i>

## **WHAT NEEDS TO BE DONE NEXT?**

<b>The Registered Person should have regard to the following recommendations by the time of the next inspection</b>	
Std	Recommendation
9	Increase the positive images of disability in the play provision.
13	Improve the child protection statement to include procedures to be followed in the event of allegations of abuse being made against a member of staff or a volunteer.
2	Devise and implement an appraisal system to monitor the effectiveness of the staff.
7	Improve documentation to include parent's signatures to acknowledge the administration of medication.

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

### **How effective is the nursery education?**

Lindley Pre-School Playgroup provides good quality nursery education overall, which enables children to make generally good progress towards the early learning goals. Provision for their personal, social and emotional development, as well as their physical development is particularly good and children make very good progress in these areas.

The quality of teaching is generally good. Staff work well together as a team and effective deployment, in an organised routine, ensures they make good use of their time. They interact well with the children and become directly involved in their play, resulting in good behaviour. Themes are used effectively to offer children interesting activities, but do not always provide sufficient challenge, particularly in aspects of literacy, designing and making skills. Staff are developing their knowledge of the Foundation Stage through training and are reviewing their systems for observations, planning and record keeping. These systems are still in the early stages, therefore are not currently effective in planning for the children's next stage of development.

Leadership and management of the playgroup is generally good. A management committee of parents support the setting in areas of administration and are increasing their involvement to include staff appraisals to monitor the effectiveness of staff. Weekly staff meetings are held to monitor the effectiveness of activities and support is in the early stages from the local authority to evaluate and develop the nursery education.

Partnership with parents is generally good. Parents are regularly encouraged to attend the group as volunteer helpers and assist on trips and outings. They are informed of the current themes and asked to contribute to involve them in their child's learning. However, opportunities to share information about their child is limited and information given to parents regarding the Foundation Stage and their child's progress is insufficient.

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

- Children's personal, social and emotional development is fostered very well. The setting provides good opportunities for children to mix in small and large groups, allowing children to develop a high level of social skills and form good friendships.
- There are very good resources for information and communication technology. Children competently operate simple equipment from a wide range of resources and clearly show enjoyment and pride in their achievements.
- Staff are committed to improvement and are implementing training plans to ensure a fully qualified workforce. They actively seek advice to move the

setting forward and provide good quality nursery education for the children.

- Children's physical development is provided for very well in the setting. The restriction of having no outdoor area has not deterred the staff from offering very good opportunities for children to develop large motor skills inside.

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

- the attention given to increasing children's awareness of the different purposes of writing
- the use of resources to increase children's understanding of different tools and techniques in designing and making skills
- staff's knowledge of the Foundation Stage and the systems used to plan for and record children's progress towards the early learning goals
- the information provided for parents regarding the Foundation Stage and increased opportunities to share information regarding children's learning both in the group and at home.

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

The setting has made generally good progress since the last inspection. Two out of three key issues have been addressed satisfactorily.

A very good range of resources have been provided for children to develop skills with large and small equipment and balancing and climbing apparatus. Children use the equipment with confidence and competence resulting in very good progress towards the early learning goals for physical development.

Children have been provided with more opportunities to develop personal independence at registration, snack time and in self care routines. Children display good levels of independence and are making very good progress towards the early learning goals for personal social and emotional development.

One key issue has not been addressed. Parents are not encouraged to share information about children's learning at home and systems are not effective in informing parents of children's learning in the group. This remains as a key issue.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are happy, confident and settled in the pre-school. They display enthusiasm towards learning and are proud of their achievements. Children are able to concentrate for sustained periods of time and show perseverance in trying out new skills such as building with large construction resources. They are independent, selecting resources, making choices and demonstrating good levels of self-help skills.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children use language well in play and engage easily in conversation, describing events such as how to work a marionette. Three year olds are attempting to write their names and most four year olds can do so competently. They are enthusiastic at story time and handle books appropriately, showing an understanding of print carrying meaning. However, children do not attempt writing for a purpose.

### MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children are interested in number and use it frequently in play. They are competent in the use of mathematical and positional language, using it in context to describe the shape, size and position of bugs in the water tray. Most four year olds count competently to ten and three year olds are attempting to count, although less reliably. Older children are beginning to understand the concept of calculation and use it in play to solve simple problems at snack time.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children confidently and independently use technology in the form of computers, tape machines and battery operated games. They enjoy helping each other to work through simple computer programmes and complete listening activities. They have a good sense of time and can recall past and present events such as birthdays and home life. Children have limited opportunities to self-select from a range of resources to begin to try out different tools and techniques in designing and making skills.

### PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children have good balance and co-ordination skills and competently use the good range of large equipment to slide down, climb over and crawl through. They are developing good hand and eye co-ordination using a range of tools with increasing skill and control, such as the sand and light box to make patterns. Children recognise changes in their bodies and are beginning to understand them and the actions needed to be comfortable.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children express themselves freely in many areas, for example play dough, painting and sand. They can communicate their ideas and experiences through imaginative play, especially imitating what adults do and spontaneously doing it when the adult has gone. Children are interested in musical instruments and enthusiastically make music, noticing the different sounds made by different instruments.	

**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**

- improve opportunities for children to attempt writing for a variety of purposes using different forms
- improve children's opportunities to try out a range of tools and techniques in designing and making skills
- continue to develop staff's understanding of the Foundation Stage and the systems used to plan for and record children's progress towards the early learning goals
- develop the information provided for parents regarding the Foundation Stage and encourage the sharing of information about children's learning in the group and their learning at home.

*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.*