



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 254006

DfES Number: 500266

### INSPECTION DETAILS

Inspection Date	04/02/2004
Inspector Name	Margaret Elizabeth Roberts

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Carbrooke Playgroup
Setting Address	Coronation Hall Church Street, Carbrooke THETFORD Norfolk IP25 6SW

### REGISTERED PROVIDER DETAILS

Name	The Committee of Carbrooke Playgroup 1023790
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### ORGANISATION DETAILS

Name	Carbrooke Playgroup
Address	Coronation Hall Church Street, Carbrooke Thetford Norfolk IP25 6SW

## 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

Carbrooke Playgroup opened in the 1970's. It operates from one room in the village hall in Carbrooke. The playgroup serves the local area and outlying district.

There are currently 40 children from 2 to 5 years on roll. This includes 17 funded 3 year olds and 0 funded 4 year olds. Children attend for a variety of sessions.

The group opens 5 days a week during school term times. Sessions are from 09:00 until 11:30 with wrap around care from 11:30 until 15:00.

Two part-time and two full-time staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. Four staff are currently working towards a further recognised early years qualification. The setting receives support from a teacher/mentor from the Early Years Development and Child Care partnership (EYDCP).

### How good is the Day Care?

Carbrooke Playgroup provides a good standard of care for children. The group have procedures in place to ensure that persons working with children are suitable to do so. Experienced and qualified staff that are undertaking further training, have a clear understanding of their roles and responsibilities. The premises are warm and welcoming and the group has the necessary facilities to provide a range of activities to promote children's development. Appropriate and accessible equipment provides children with a stimulating environment and promotes their independence. Good documentation supports the management of the group.

Daily risk assessments and an awareness of hazards by staff ensures children's safety. There are good hygiene practices in place. Staff have a good awareness of children's dietary needs to promote their growth and development, snacks are nutritious and children enjoy this social occasion. The premises are suitable for all users and the group have procedures that ensure all children can participate at a level appropriate to their needs. The children's welfare and safety is supported by

the policies and procedures that are in place to be followed if abuse or neglect is suspected.

A range of planned activities and play opportunities promotes children's development in emotional, physical, social and intellectual capabilities. Staff are kind and caring, supporting children in their play and learning. Children are treated with equal concern by staff; their individual needs are met through support and resources. Children are introduced to our diverse culture through planned topics. Staff are good role models and are consistent in their approach to children, taking into account their age and stage of development when dealing with behaviour management.

Partnership with parents and carers is good. Staff work with parents to support the children by welcoming them into the setting and valuing their contribution through information sharing.

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

At the last inspection several actions were raised with regard to the safety of the premises. These have now been completed and put into practice ensuring the safety of the children attending.

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

- The range of planned activities and play opportunities provided which promotes children's development in emotional, physical, social and intellectual capabilities.
- The staff's kind and caring attitude to children, treating them with equal concern, giving them support which enhances their play and learning.
- The warm and welcoming atmosphere, good use of space and appropriate equipment that provides a stimulating and accessible environment which promotes children's independence.
- The good relationships with parents which supports children and the successful management of the group.

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

- the procedure for lost 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	Review and update the procedure for lost children.

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

### How effective is the nursery education?

The provision for nursery education at Carbrooke Playgroup is good. It enables children to make very good progress towards the early learning goals in their personal, social and emotional development, communication, language and literacy and generally good progress in all other areas of learning.

The quality of teaching is generally good. Staff have a sound knowledge of the foundation stage, which they use to plan a balanced curriculum, which indicates clear learning intentions. Assessments of children's progress are clear and include how children approach learning. Staff are kind and caring in their approach to children, supporting them in their play and learning with enthusiasm. They communicate well with children, talking and listening to them, are good role models, giving consistent boundaries which results in children responding positively to adults. Staff provide appropriate and interesting activities to help children progress towards the early learning goals in all areas, although opportunities for children to do simple calculation and use small tools are sometimes limited.

The leadership and management of the playgroup is very good. Staff work well as a team, sharing the planning and attending regular team meetings and appraisals to evaluate the strengths and weaknesses of the provision. Staff have close liaison with the committee members to ensure that the care and education of all children meets the recommended standards and can be improved.

The partnership with parents is very good. They are provided with good information about the setting, which includes a clear explanation of the early learning goals. Parents are encouraged to become involved with their children's learning by attending sessions.

### What is being done well?

- Children's progress towards the early learning goals in all areas.
- Children's increasing confidence and independence, their interest in what they are doing and their ability to persevere at an activity.
- The relationships between staff, children and their parents, which results in good team work and a commitment to improve the care and education of all the children attending the provision.

### What needs to be improved?

- opportunities for children to use simple calculation and small tools.

<b>What has improved since the last inspection?</b>
Generally good progress has been made in addressing the key issues identified at the previous inspection resulting in some improvements being made to the educational programme. Planning has been developed and provides a stimulating range of activities to support development in all areas of learning. Assessments are used to record children's progress and is used to assess how children approach learning.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident and are becoming increasingly independent. They are interested in what they do and are able to sustain interest at a chosen activity taking pride in their achievements. Children separate happily from parents and have a sense of belonging, being able to put their personal belongings in a safe place until the end of the session. They play well together taking turns and show care for others, their behaviour is very good and they know right from wrong.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are able to communicate well with staff, peers and visitors. They ask questions and respond to simple instructions. Children attempt to write their names forming recognisable letters. They enjoy writing for a purpose and will give meaning to marks; such as "this is my name". They have an avid interest in books; know that print reads from left to right and that a picture can tell a story. They listen attentively at story times, joining in and often finishing the ending.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children show an interest in counting and use number in everyday situations, counting each other and how many bowls will be required at snack time. They are able to count reliably up to six and beyond and are able to do simple calculation; they know that if one is taken away from three, two are left, although opportunities in this area are limited. Children sustain interest when using the mosaics to create shape. They are able to draw a shape and name them correctly with confidence

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children enjoy exploring their surroundings, they use their senses to feel and smell. When building they use instruction books and construct with a purpose in mind, a lack of small tools inhibits their ability to assemble and join materials. Children are able to operate simple programmable toys, knowing which buttons release certain objects. They talk freely about themselves and describe events that have been happening to them in the past and ask questions about the natural world.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children's physical skills are developing well, they are able to move confidently around the premises, respond to rhythm by gesture and bodily movement. They are able to run, enjoy crawling through tunnels and throw beanbags accurately into hoops. Children are beginning to be aware of changes in their bodies; they rest after lunchtime and are able to say if they are hot or cold after exercise. Children show increasing skill and control when using pencils and small world equipment.

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Generally Good
Children have begun to recognise colours, they use lines to enclose a space on paper and presentations of their work show their interest in art. They enjoy singing and join in enthusiastically knowing all the words. Children have good imaginative skills and engage in role-play together. They use small world equipment to create their own stories. Children show an interest in what they can see and smell. They use body language to show how angry they are and facial expression to show enjoyment.	
<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>	

### 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

- provide more opportunities for children to do simple calculation
- provide more opportunities for children to select appropriate resources and tools to develop their skills of building and constructing.

*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.*