



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 221856

DfES Number: 581260

### INSPECTION DETAILS

Inspection Date	09/12/2004
Inspector Name	Pamela Abram

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Parkhall Playgroup
Setting Address	Somersham County Primary School Parkhall Road, Somersham Huntingdon Cambridgeshire PE28 3EU

### REGISTERED PROVIDER DETAILS

Name	The Committee of Parkhall Playgroup
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### ORGANISATION DETAILS

Name	Parkhall Playgroup
Address	Parkhall Playgroup SOMERSHAM COUNTY PRIMARY SCHOOL, PARKHALL ROAD, SOMERSHAM HUNTINGDON CAMBRIDGESHIRE PE17 3EU

## 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

Parkhall Playgroup opened in 1977 and is managed by a voluntary committee. It is located in a single storey unit within the grounds of a village primary school, near St Ives, Cambridgeshire. There is an enclosed outdoor play area.

A maximum of 18 children may attend at any one time. The pre-school is able to accept government funding for 3 and 4 year old children. The playgroup is open from 9:00 to 11:30 and 12:35 to 15:10 each weekday during term time.

There are currently 36 children aged from 2 to under 5 years of age on roll. Of these 25 receive funding for nursery education. The playgroup currently supports a small number of children with special educational needs and also supports a number of children who speak English as an additional language.

The playgroup employs 8 staff.

Four of the staff, including the manager hold appropriate early years qualifications. Three staff are working towards a qualification.

Children come mainly from the village and surrounding areas.

### How good is the Day Care?

Parkhall Playgroup offers a satisfactory quality of care for children.

Staff work together to prepare the premises so that children have a variety of activities available as they arrive to create a welcoming atmosphere. Measures taken by staff and committee ensure that there are good systems to monitor access to the building to keep children safe and secure. There are some minor aspects to be addressed to enhance safety of the premises and to ensure that space is used effectively to meet children's needs. Some staff have relevant qualifications and have attended first aid training, but recruitment and vetting procedures are not always applied effectively. Documentation mostly supports the successful management of the group and records help staff to meet children's individual needs,

but some aspects require further attention.

Children have access to a varied programme of activities and equipment to enhance their developmental progress. They are encouraged to become independent in some aspects of personal care and sometimes select items for their own use. There are times when the organisation of routines and deployment of staff does not take account of children's differing needs. Rules are applied fairly and consistently, helping children to know what is expected of them. Staff encourage children to behave well, to have respect for others and to develop a sense of well-being and self-esteem.

There are measures in place to exchange information and give parents feedback about the care being offered, as well as to include them in social events and fund raising activities. Parents express their satisfaction with the setting and liaison with the local primary school enables children to feel confident about their transition into school.

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

At the last inspection the setting agreed to conduct a risk assessment of the premises and minimise identified hazards to enhance safety, indoors and outside.

A risk assessment was carried out and action was taken to ensure that children were not exposed to hazards presented by the cooker and the mirror tiles indoors. The measures in place for fire safety have been assessed as appropriate by the fire safety officer. The outside area was also made safer by removing the unused paving slabs and the condition of the sheds has been improved.

The operational plan now contains the procedures to be followed in the event of a child being lost or uncollected and in relation to exclusion due to illness. Parental consent has also been obtained from parents to confirm the arrangements for seeking medical advice or treatment for children. These measures ensure that staff and parents are aware of their roles and responsibilities, and that children receive appropriate care and attention.

Since the last inspection levels of knowledge, understanding and awareness of child protection issues have been also been raised. Some staff have attended training to raise awareness and parents are made aware of staff responsibilities to refer concerns. The written policy now partly complies with Area Child Protection Committee procedures, with further attention needed to include the procedure to be followed if allegations are made against staff. Taken overall these improvements acknowledge the priority given ensure that the welfare, safety and protection of children paramount.

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

- Access to the building is monitored to ensure children are safe and to reassure parents that their child cannot leave the building unless supervised by an appropriate adult.

- The premises are prepared in readiness for the children's arrival so that it is welcoming and helps them feel secure as they come in. Parents bring children in and stay with them until they have found their name card to use for self-registration to support them as they settle.
- Children get to know the routines of the setting, which gives them a sense of security. They begin to have some independence in meeting their own needs, for instance, by getting picture cards to indicate that they want some water to drink as they need it and by washing hands before eating.
- Staff plan activities for all children attending the playgroup and offer them plenty of time to pursue activities at their own pace during the first part of the session. This is particularly evident in role play situations and children have opportunities to use their imagination well at this time.
- Parents receive information about the setting and are encouraged to join in with visits, social events and fund raising activities to help them feel included. They can take a more active role in the running of the group by joining the management committee.

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

- the registration process to ensure that the actual hours of attendance are recorded
- the child protection policy
- staff recruitment, vetting and induction procedures
- the organisation of routines, use of space and staff deployment
- children's independence and access to resources
- some aspects of safety
- admission policy
- complaints procedure
- existing injury records
- consistency and adherence to National Standards in policies, procedures, records and all written materials

#### **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
1	confirm in writing how you intend to ensure that there are effective procedures in place for appointment, vetting and induction of staff and to inform the regulator of staff changes	10/01/2005

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

Std	Recommendation
2	ensure that there are effective procedures in place for the induction of staff and clarify the roles and responsibilities for staff and committee members
3	Review the organisation of routines and use of space, including the outdoor area to ensure children's individual needs are met, taking into account their differing stages of development, to create more opportunities for children to make choices, take responsibility, select resources for their own use more often and have increased access to resources, activities and images that promote equality.
6	Ensure that the premises and outdoor play area are safe and secure, particularly in relation to the wooden steps leading to the garden, the condition of the inner fenced area of the garden and the raised entrance to the role-play area indoors.
14	Review documentation so that it accurately reflects the National Standards and practice in the setting, particularly the child protection, admission and complaints procedures, to include lost child element in outings policy, to ensure that existing injury records contain sufficient detail, that registers include times of attendance and to make parents aware of record keeping/sharing systems.

## 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 Parkhall Playgroup is good and children are making generally good progress towards the early learning goals in all areas.

Teaching is generally good. Staff help children learn how to share, take turns, cooperate with each other and encourage them to become independent in aspects of personal care. They set clear expectations, to which children respond and behave well. Staff use their knowledge of the Foundation Stage and early learning goals to plan a varied curriculum and use some appropriate methods to help them learn and get the most from the planned activities. Planning and assessment is not always used effectively to take account of individual children's progress.

Leadership and management is generally good, with expressions of shared commitment to continued development of the setting. Staff meet together regularly to discuss their work and some of them attend training. The voluntary committee have a system of staff appraisal in place. There are no effective systems in place yet to review the overall quality of the care and education being offered or to evaluate how well the curriculum for funded nursery education is being delivered.

Partnership with parents is generally good. As there is no regular parental involvement in the setting parents rely on the various forms of feedback given by staff. Some information relating to children's learning is displayed on the notice board and the home link diaries give an insight into what children do. But parents do not receive enough meaningful information to help them know about the Foundation Stage and early learning goals.

### What is being done well?

- Children are happy and settled. They form good relationships with each other, and with the adults in the setting. They are gaining the confidence to initiate conversation and express themselves.
- Staff promote good behaviour so that children know what is expected of them and they behave well in response to the consistent application of rules.
- Staff praise children's efforts and encourage them to develop the social skills of sharing, taking-turns, cooperating and considering the needs of others. They are beginning to learn right from wrong and take some responsibility by helping to tidy up, for instance.
- Children show interest in the activities offered and respond enthusiastically to role play experiences in particular. They persevere with tasks they enjoy and are beginning to develop some independence in their personal care, e.g. they learn to wash their hands after using the toilet and before eating.
- Staff plan a varied curriculum, which makes use of a range of resources for

indoor and outdoor activities. They prepare feedback for parents and are willing to discuss children's progress with them on request.

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

- strategies to assess the strengths and weaknesses of the setting
- parental involvement, so that they are given opportunities to share what they know about their child and participate in their development
- assessments, to identify more clearly how individual children will make progression to the next steps of learning
- planning, to reflect staff knowledge and show how activities will be adapted to meet individual needs of children
- teaching strategies, to support, challenge and extend children's learning and to give them more freedom of expression in creative activities and increased opportunities to develop their decision making skills

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

Very good progress has been made in response to points contained in the last report in relation to staff's understanding of the Code of Practice for the Identification and Assessment of Special Educational Needs.

The setting has appointed a designated person to take responsibility for ensuring that the code of practice is implemented. This person has attended training to acquire further knowledge which she shares with other staff in the setting. The policies have also been updated to ensure that they reflect current legislation.

Strategies in place include liaison with other agencies, professionals and families to ensure that they meet children's needs in the most appropriate manner.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are happy and settled, they have good relationships with staff and each other. They know the routines and respond to the boundaries set for behaviour. They are developing self-esteem and show independence in some tasks, e.g. finding their name card as part of self registration process. Children use activities set out for them but are not always encouraged to take active roles in selecting resources for themselves or to help with tasks like choosing the symbols for the weather board.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children use language with confidence in role play and to communicate and negotiate with adults and their peers, but are not given time within the session to recall daily activities. They have access to some writing materials and prepare their own letters for posting, but their learning is not always extended by adult interaction. Children enjoy stories and some of them sing spontaneously as they play. Staff respond to requests to read stories to individual children or in small groups.

### MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children use matching and sorting games, and other resources, to learn about shape, size and pattern. They are introduced to some mathematical language to extend their learning of these concepts, e.g. talking about how to make the scales balance. Children sometimes count aloud and talk about being 3 or 4 years old. There are less opportunities for them to add or subtract numbers, or solve simple problems using everyday situations, e.g. matching, sorting and sequencing when setting the table.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children gain a sense of time and place through themes and activities which focus on their families and local community. They observe the weather, note seasonal changes and use materials, tools and equipment to build models. Change is observed as they mix icing sugar, food colouring and water to make green icing. Differing cultures and lifestyles are sometimes explored through topics, visits and by celebrating festivals. Children use some forms of IT, including occasional use of a computer.



## **PHYSICAL DEVELOPMENT**

Judgement:	Generally Good
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Children move with confidence indoors and perform a range of tasks to promote manipulative skills and coordination, e.g. rolling and kneading dough, sprinkling glitter, using chop sticks. The daily routine offers less time for children to enjoy fresh air, or to use large apparatus and engage in large physical movement indoors or outside. Children develop awareness of good hygiene practice through handwashing, but opportunities are not always taken to further promote health and bodily awareness.

## **CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children use their imagination creatively in the post office role play situation, though there was little adult interaction to extend the experiences. They build models and respond to sensory experiences e.g. when making icing or using sand and dough. However, art and craft activities tend to be pre-planned by the adults, which limits children's opportunities to express their own ideas. Musical activities with opportunities to sing, dance and use instruments are provided sometimes.

**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**

- Continue to develop planning to reflect staff knowledge and show more clearly the role of staff, the learning opportunities presented by everyday routines, use of effective teaching methods, organisation of group activities; to show how activities are adapted to offer sufficient challenge and support to meet the differing needs and stages of development of individual children to help them make progress across all areas. Planning should ensure that children have sufficient opportunities to express their own, freely chosen creative ideas and to develop their decision-making skills.
- Further develop the use of assessments to inform the immediate planning by identifying more clearly how individual children will make progression to the next steps of learning and build on what they already know.
- Devise strategies to evaluate the strengths and weaknesses of the setting, to assess how effectively the Foundation Stage curriculum is being delivered and to extend partnership with parents so that they have opportunities to contribute more fully to their children's learning, to share what they know about their child's progress and receive meaningful information about the Foundation Stage.

*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.*