



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 136003

DfES Number: 519682

### INSPECTION DETAILS

Inspection Date	10/07/2003
Inspector Name	Kimberly Negravi

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Hawkesbury Playgroup
Setting Address	The Village Hall High Street Hawkesbury Upton South Glos GL9 1AU

### REGISTERED PROVIDER DETAILS

Name	The Committee of Hawkesbury Playgroup Committee
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### ORGANISATION DETAILS

Name	Hawkesbury Playgroup Committee
Address	Village Hall, High Street Hawkesbury Upton Badminton Avon GL9 1AU

## 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

Hawkesbury Play Group has been open since 1970.

There are currently 29 children from two and a half years to five years on roll. This includes 2 funded four year olds and 16 funded three year olds. Children can attend for a variety of sessions. The provision can care for children who have special needs and children who speak English as an additional language.

The group opens four days per week during school term times. Sessions are from 08.45 to 11.45. Monday, Wednesday and Thursday. Friday the group operates from 09.00 to 12.00. A lunch box session is offered in the summer term.

Four staff are employed. One staff member is qualified to a level 3 standard. Two staff members are currently completing Level 3 training courses in Early Years. The setting receives support from a mentor teacher from the Early Years Development and Childcare Partnership.

### How good is the Day Care?

Hawkesbury Upton Pre-School Playgroup provides satisfactory care for children.

Staff work well as a team. The leader has many years experience working with children. She supports new staff well. Staff endeavour to make the environment warm and welcoming by displaying children's work and child friendly posters. The group has a wide range of toys available, including ones that promote awareness to equal opportunities. Regular fundraising allows staff to purchase new toys and books on a yearly basis. All required documentation is in place but some policies need to be amended in order to bring them up to the required standard.

Staff have completed a risk assessment of the premises. Established routines help children to develop good hygiene practices. Children are offered a healthy snack during each session. Support for children who have special needs is very good. Staff have developed good strategies to encourage children with special needs to feel

valued and included.

Staff plan a variety of activities for the children. They are interesting and stimulating. They promote learning in all areas. Staff have developed good questioning techniques to encourage children to think. Planned activities give children the opportunity to learn about different races, cultures and beliefs.

The partnership with parents is very good. Parents are encouraged to share what they know about their child. There are many opportunities for parents to be involved in the group. Parents receive regular feedback about their child's progress.

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

Not applicable, there were no action from the last inspection

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

- Staff plan a variety of fun activities that challenge children and promote learning in all areas.
- The group promotes awareness to equal opportunities through well planned activities.
- Support for children with special needs is very good. Staff have good strategies in place to allow these children to feel valued and included.
- Parents have many opportunities to be involved with the group.

#### **An aspect of outstanding practice:**

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

- the policy for children who are lost or uncollected;
- -the behaviour management policy;
- -the child protection statement;
- -the procedure to notify Ofsted of any significant events.

#### **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 should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
11	expand the behaviour management policy to include procedures for dealing with incidents of bullying.
13	expand the Child Protection statement to include procedures in the event of a staff member being accused of abuse.
2	expand the lost and uncollected child procedure in order to make reference to Ofsted being notified of any events. Ensure that the uncollected child procedure is in line with current guidelines.
14	develop procedures to notify Ofsted of any significant events.

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

### How effective is the nursery education?

Children are making very good progress in personal, social and emotional development and generally good progress in the five other areas of learning.

Support for children with special needs is very good. All staff have a clear understanding of how to include all children.

The teaching is generally good. Staff work well as a team. They provide interesting and stimulating activities for the children. They support children well, asking open ended questions to encourage children to think. Staff use appropriate methods to encourage good behaviour. Planning could be further developed to ensure that the learning intentions are clear for all activities and how assessments can inform planning.

The leadership and management of the setting is generally good. The staff and committee work well together. Staff are committed to the improvement of the setting which is achieved by staff attending regular training. Plans to develop a formal system of evaluating the groups own strengths and weakness will improve the setting overall.

The partnership with parents is very good. Opportunities are provide for parents to receive information about their child's progress and achievements. There are many ways that parents can be involved in the group. Parents receive detailed information about the setting. Parents are encouraged to share what they know about their child so that children's individual needs are met.

### What is being done well?

- Children's progress in personal social and emotional development.
- The partnership with parents provides many opportunities for parents to be involved in the group.
- The staff work well as a team. They are dedicated and support each other well.
- Staff interaction extends children's learning and encourages them to think.
- Staff plan interesting and stimulating activities for all children.
- Support for special needs children is very good. It ensures that all children are included and supported.

### What needs to be improved?

- -children's independent access to a variety of resources;

- -opportunities for children to problem solve using mathematical concepts;
- -opportunities for children to connect health and bodily awareness;
- -planning of activities.

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

They last inspection was completed in July 1999. There were two key issues raised;

1. To develop the Special Educational Needs policy, including reference to the Code of practice and how parents will be involved.
2. Date all assessments so that progress is clear.

The group has developed an action plan and has taken the following action.

1. A comprehensive Special Needs Policy has been developed, making reference to the Code of Practice and parental involvement. Staff have attended appropriate training.
2. Assessments are clearly dated.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress in personal, social and emotional development. Children demonstrate personal independence. They select activities independently and are engaged in these activities for extended periods of time. They show confidence in approaching staff for support when necessary. The children are well behaved and understand the importance of sharing. Two or more children can work cooperatively together in one activity.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are making generally good progress in communication, language and literacy. They use language to communicate their thoughts, ideas and feelings. They talk about their past experiences. Staff introduce new vocabulary well. Children are beginning to link sounds to letters. Children enjoy books and staff provide opportunities for children to predict and recall events. Staff could provide children with more independent access to writing resources.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are making generally good progress in mathematical development. They show an interest in numbers and counting. Children can often count to 10 and beyond. Staff introduce activities to allow children to develop an awareness of shape. Planned activities allow children to measure and order objects according to size. Children use mathematical language in play. More opportunities could be provided for children to problem solve using mathematical concepts.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children explore a variety of resources. They can operate simple programmable equipment. They use the computer independently and confidently. Access to a variety of resources to design and build could be further developed. Children are developing a sense of time through planned activities. Staff introduce children to a variety of different cultures and beliefs. Community visitors to the group encourages children to have an understanding of the place to which they live.

**PHYSICAL DEVELOPMENT**

Judgement:	Generally Good
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Children are making generally good progress in physical development. They move with increasing control and co-ordination. They are showing an awareness of personal space, negotiating body space in relation to spaces available in confined areas. Children use a variety of large and small equipment. Children use a broad selection of tools that require hand-eye coordination. Staff could develop opportunities to link concepts of health and exercise, and changes to our bodies when we exercise.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children are making generally good progress in creative development. They experiment using a variety of materials through adult planned activities. Spontaneous and independent access to resources could be provided for children. Children enjoy music and staff support these activities to allow children to investigate musical instruments and match movements to music. Children engage in imaginative and role play, sometimes introducing a story line into their play.

**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**

- Make a broad range of resources accessible so that children can spontaneously and independently design, create and attempt to write.
- Provide children with opportunities to solve problems using simple mathematical concepts.
- Further develop planning to ensure the learning intention is clear for the activity and how children's assessments inform planning.

*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.*