



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 253232

DfES Number: 520468

### INSPECTION DETAILS

Inspection Date 19/03/2004  
Inspector Name Susan Riley

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Woodborough Playgroup  
Setting Address Village Hall  
Lingwood Lane, Woodborough  
Nottingham  
Nottinghamshire  
NG14 6DX

### REGISTERED PROVIDER DETAILS

Name Woodborough Pre -School Playgroup 1030313

### ORGANISATION DETAILS

Name Woodborough Pre -School Playgroup  
Address Village Hall  
Lingwood Lane, Woodborough  
Nottingham  
Nottinghamshire  
NG14 6DX

## 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

Woodborough Village Preschool opened in 1974 and operates from the village hall in Woodborough on the outskirts of Nottingham. The group is a registered charity and is managed by a committee of parent volunteers. The children who attend come from the village of Woodborough and the surrounding area. Children have access to a large hall for its main activities and a smaller side room for stories and singing sessions. There is also an enclosed outdoor play area adjacent to the building.

There are currently 47 children from 2 1/2 to 4 years on roll. This includes 14 funded 3-year-old and 11 funded 4-year-olds. Children attend for a variety of sessions. None of the children speak English as an additional language, and none are recognised as having special educational needs.

The group opens 4 mornings per week, Monday, Tuesday, Thursday and Friday during school term times. Sessions are from 09:15 until 12:00, there is also a lunch club offered from 12:00 to 13:00 Monday and Fridays.

Six staff work directly with the children, five staff hold a recognised early years qualification to NVQ level three and all staff have received training in first aid for babies and young children. The group is a member of the Preschool Learning Alliance and receives support from the Nottinghamshire Early Years Development and Childcare Partnership.

### How good is the Day Care?

Woodborough Pre-School Playgroup provides good quality care for children. The management committee has effective procedures in place for appointing and checking staff.

The premises are clean and the environment is made welcoming to parents and children. Space and resources are well organised to meet the needs of children. Play materials and activities are easily accessible to all children, encouraging free choice and independence. Records are accessible, stored securely, in a confidential

manner. Policies and procedures are in place to ensure the smooth running of the group.

Staff observed and maintain good supervision of children and address all safety issues as they arise. They actively promote good health and hygiene practices for children. Accident records are in place, these are recorded in full detail, but not all have been sign by parents.

Children have access to a drink at all times.

Staff provide a stimulation range and balance of activities for all children, which helps them to make progress in all areas of development. They are knowledgeable about the children and show interest and actively play with them, they listen and interact very well with the children.

All children are valued and included. Children's self-esteem is encouraged through the positive praise and encouragement given by the staff. Children are well behaved, happy and settled in the group.

Parents are very welcome in the group, they are provided with good information about the setting and its provision. Parents are very much involved with the running of the group, they are members of the management committee and they help daily with the parent rota duties. Parents state they are very happy with the care their children receive.

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

At the last inspection, the group agreed to a number of actions. They now keep all staff information on the premises, this ensures that information can be gained at any time. They record the times of children's actual attendance, this ensures a more efficient and safe management of the children and provision. They have devised a policy about the exclusion of children who are ill or infectious, this ensures that parents are fully aware of their practice. They now display the planning for parents; this ensures parents are well informed about what the children are doing and learning.

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

- Children have access to a good range and balance of activities and experiences, to enhance their all-round development. They are given opportunities to make their own decisions in place and companions. They have close friends within the preschool and all children appear happy, confident and settled.
- Good behaviour is promoted at all times by the staff, they encourage children to share and use manners. Staff effectively offer positive praise and encouragement to children, which raises their self-esteem and confidence.
- Parents support the group the group in many ways, and a good relationship is in place

**What needs to be improved?**

- documentation, with reference to accident 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
7	Ensure that parents sign accident records.

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

### How effective is the nursery education?

Woodborough Village Pre-School provides a bright, friendly learning environment where children make generally good progress towards the early learning goals. A varied programme of activities is offered which supports the children's learning and promotes all six areas of learning.

The quality of teaching is generally good. Staff provide a stimulating range of activities which offer a good balance between adult led and child initiated tasks. There are limited opportunities around the setting to encourage children's pre-reading skills. Although there are currently no funded children with special educational needs, there is an effective support system in place. The relationship between children and staff is very good, the staff have high expectations of behaviour, they foster this through lots of positive praise and encouragement. Staff know children very well and are able to challenge the individual child to move on to their next stage of development.

The leadership and management of the group is generally good. Staff and committee work very well as a team. They have good strategies in place to constantly enhance the setting, regular staff meetings, formal and informal training, staff appraisals, and daily evaluate the practice and provision. Staff are caring and are very committed to the improvement of the care and education for all children. Both the staff and committee are able to assess the setting's strengths and weaknesses and act upon them accordingly.

The partnership with parents and carers is generally good. Staff are very welcoming to parents and encouraging them to be involved in their child's learning. Parents are well informed about the pre-school, its routine and activities provided. They are provided with good written information about the setting, its provision and the curriculum.

### What is being done well?

- Children are learning well about how things work, etc, through the good use of the technology table.
- Children's creative skills are very good, they are given many opportunities to explore and develop their own ideas.
- Staff provide a stimulating range of experiences, which offer a good balance between adult led and child initiated activities.
- Staff establish positive relationships with children and their parents and carers.

**What needs to be improved?**

- provision of more opportunities for children to write their own name,
- provision of more opportunities for the development of children's counting skills,
- provision of opportunities for children to find out about and discuss features in the place they live,
- provision of more opportunities for the development of children's pre-reading skills.

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

Since the last inspection in 2000, generally good progress has been made. The staff now plan for the outside play session, with contingency plans in place for bad weather, to ensure children's physical development is well balanced. Within the session, the staff ensure that they ask appropriate questions of the children to develop their addition and subtraction skills.

More opportunities have been set up for children to learn about the grouping of objects, to raise their awareness of and look at the differences and similarities of objects. The children are now taken into the adjoining room to minimise the distractions, which help the children's concentration skills during large group time.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident to participate in group time. They are polite and well behaved; they show care and consideration for others. Children are able to take turns and share, they are aware of the daily routine of the session. They are interested in the activities provided and demonstrate motivation and enthusiasm for learning. They have good concentration skills; they sit well and listen to the stories. Children are developing an awareness of their own culture and the beliefs of others.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children respond enthusiastically to songs and rhymes. They listen attentively to stories and participate well. Children frequently attempt mark making or writing, through the opportunities provided at activities and during role-play, however opportunities are missed for children to write their own name. They use language to communicate and negotiate, they demonstrate awareness of listener, however opportunities are missed for children to link sounds to letters. Children enjoy looking at books.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are learning well about shape and size through the practical activities provided. They are developing an awareness of addition and subtraction, by the singing of number songs and the staffs questioning. Children's counting skills are developing, although there are missed opportunities for children to count when in a large group. Many activities encourage children to sort and match.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are curious and are starting to investigate objects and materials, by using all of their senses. They are able to notice differences and change. Children's design and making skills are very good, they are able to build and construct with a purpose in mind. They are learning well about today's technology. There are limited opportunities for children to observe and find out about and discuss features in the place where they live.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move with confidence and safety around the setting, demonstrating an awareness of space for themselves and of others. They are able to use a range of small and large equipment increasing control and co-ordination. Children demonstrate increasing skill and control in the use of mark-making implements, blocks, construction sets. Outside play is part of the daily routine, offering children the opportunity to regularly practice and consolidate their skills.

## **CREATIVE DEVELOPMENT**

Judgement: Very Good

Children explore colour, texture, shape, form and space in two and three dimensions. They are given regular opportunities to use and appreciate a variety of media and they do so confidently and creatively. Children use their imagination well in their art and design, and role-play. They respond appropriately to familiar songs, enjoying the rhythm of actions and movement. Children respond well to what they see, hear, smell, touch, and feel.

**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**

- develop children's literacy skills by providing more opportunities for them to write their own name, and by the use of labelling around the setting to aid the development of pre-reading skills;
- develop children's numeracy skills by providing regular opportunities for counting;
- develop children's awareness of the place in which they live, through opportunities to find out about their environment.

*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.*