



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN EY252693

DfES Number: 537155

### INSPECTION DETAILS

Inspection Date	22/06/2004
Inspector Name	Anne Jeanette Faithfull

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Terriers playgroup
Setting Address	Amersham Road High Wycombe Buckinghamshire HP13 5AB

### REGISTERED PROVIDER DETAILS

Name	The Committee of Terriers Playgroup 1033653
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### ORGANISATION DETAILS

Name	Terriers Playgroup
Address	Amersham Road High Wycombe Buckinghamshire HP13 5AB

## 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

Terriers Playgroup has been open for more than 30 years. It operates from two rooms in St Francis Church Hall, in the Terriers area of High Wycombe. The playgroup serves the local area.

There are currently 54 children from two to five years on roll. This includes 38 funded three year olds. There are no funded four year olds at present. Children attend for a variety of sessions. The playgroup currently supports a number of children with special needs and who speak English as an additional language.

The playgroup opens five days a week during school term times. Sessions are from 09.30 to 12.00.

Ten part-time and full-time staff work with the children. Over half the staff working each day, have early years qualifications to NVQ level 2 or 3. Other staff are working towards a recognised early years qualification. The playgroup receives support from the local Early Years Development and Childcare Partnership.

### How good is the Day Care?

Terriers Playgroup offers good quality care for children. The staff work well together as a team, to provide a warm, welcoming and secure environment for the children and parents. They make good use of both the indoor and outdoor areas to provide a wide range of interesting, stimulating activities and experiences which encourage the children to play, develop and learn. Children have the opportunity to self-select from a wide range of resources provided for them daily.

The staff are aware of safety issues and encourage the children to be aware of their own safety both indoors and outdoors, daily safety checks take place. Staff encourage the children to be aware of personal hygiene and help them to develop independence in their personal care. The staff know the individual needs of the children well and ensure those needs are met daily, good support is given to children who do not have English as their first language.

Staff have high expectations of behaviour which the children respond to positively, the staff are very good role models, they continually offer praise and encouragement. They ensure the strategies they use are suitable for the ages and stage of development of the children attending. The children are well behaved and secure in their environment. Staff are aware of child protection concerns and the procedures to follow.

The staff have developed a good relationship with the parents, the parents are informed of any events via the parents noticeboard or newsletter. Staff exchange verbal information regarding the children daily. Parents comment on how pleased they are with the care and education their children have on offer. All required documentation is in place, however, one document lacks sufficient detail.

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

Not applicable

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

- Staff provide a warm and welcoming environment for the children and their parents. They make good use of the space both indoors and outdoors to provide; a wide range of stimulating and interesting activities, experiences and resources for the children which help to promote all areas of development and learning.
- All children are valued and respected. Staff are aware of each child's individual needs and ensure they meet those needs daily, good support is given to children who speak English as an additional language.
- The children behave well and respond positively to any requests made by staff or each other. The staff are good role models, staff ensure behaviour strategies used are suitable for the ages and stage of development of the children attending.
- Staff have developed good relationships with the parents. Parents are pleased with the care and education their child receives and the daily feedback given on their child.

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

- documentation, ensure the address of Ofsted is included in the current complaints procedure.

#### **Outcome of the inspection**

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>

## 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 Terriers Playgroup is acceptable and is of high quality, where children are making very good progress towards the early learning goals.

Teaching is very good. Staff knowledge and understanding of the early learning goals is very good, this enables them to work together as a team, to provide a range of interesting, stimulating, suitable activities, resources and experiences both indoors and outdoors to ensure children make very good progress in all areas of learning. Staff are effective in their use of open-ended questioning to encourage children's early communication skills. Staff have effective strategies to manage children's behaviour and encourage children to share and co-operate. Relationships between staff and children are very good.

An effective planning and assessment system is in place to check and record the children's progress towards the early learning goals. All staff participate in planning and evaluate some of the activities provided to ensure they are suitable to promote all areas of learning. There is very good support for children who have English as an additional language, books are on offer for children to look at in their own language. Systems are in place to effectively support children with special needs.

Leadership and management are very good. The staff work well as a team and value the support of the committee. However, the committee have not yet introduced the appraisal system they have in place, to help identify any training needs of the staff. Both the staff and committee are committed to the ongoing development of the playgroup.

The partnership with parents is very good and contributes to the children's progress towards the early learning goals. Parents are encouraged to participate in a number of ways including the parent's rota, which enables parents to experience the daily resources and activities offered. Parents have verbal feedback from staff regarding their child's progress.

### What is being done well?

- Staff knowledge of the early learning goals is very good and enables them to work well together as a team to provide interesting and stimulating opportunities, activities and experiences for the children both indoors and outdoors.
- Children's communication skills are very good. They are confident in their interaction with staff and can express themselves well. Staff extend children's early communication skills by the use of open-ended questions in everyday routines and activities.

- Children's personal, social and emotional development is very good. They are confident, competent and interested in learning. The children are well behaved and good relationships are in place with the staff and children interact well with each other.
- Staff have developed a very good partnership with the parents. Parents are encouraged to be involved with their child's learning and are well informed about their child's progress.

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

- Staff appraisal system to highlight any training needs of staff and the on-going development of the playgroup.

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

Not applicable.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are confident, interested and motivated. They can express themselves well, and are eager to participate in all activities and experiences. Very good relationships are forming with each other and staff. The children show consideration, sensitivity and support for others. Children negotiate well with each other and are aware of their own feelings. The children behave well; they are beginning to be aware of right from wrong.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children communicate and listen well to each other and staff. Many of the children are beginning to recognise and can choose their own name. Staff effectively make good use of open-ended questioning to extend children's early communication skills. Staff read books to children in small groups giving children the opportunity to look at pictures and begin to recognise words have meaning. Children who have English as an additional language have books provided for them in their own language.

### MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Staff provide good opportunities through planned and practical activities to enable the children to experience shape, size and measure for example looking at the height and size of a giraffe against themselves. Children use mathematical language effectively in everyday activities, including talking about more, less, bigger and smaller. Staff effectively use everyday routines and activities to encourage children to begin to count and recognise numbers. Most children can count up to 5 and beyond.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Staff make effective use of circle time to draw on children's past and present events in their lives, the lives of others and animals. Children are confident in their use of everyday technology. Children have good opportunities to begin to question why things happen and how things work. Good use is made of the outdoor area to enable children to look at plants and living things. Resources provided inside and outside encourage children to investigate, experiment, design and build.

**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Staff effectively use both the indoor and outdoor areas to promote children's physical development and skills, for example the obstacle course which the children enjoyed building and participating in. Children have the opportunity through a variety of different activities to effectively use both malleable materials and tools. Children are confident in their personal independence skills and show an awareness of basic hygiene. Children have many opportunities to use large and small equipment.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children are able to express their ideas, feelings and to explore their senses through a wide range of activities and experiences, including the tea leaves instead of sand in the sand tray. Children are encouraged to use their imagination. Good opportunities are provided for role play for example the "Tiger Café". Children use a variety of materials to explore texture, shape and colour and good opportunities are on offer to encourage the children's individual creative skills.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**



### **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of high quality. Children are making very 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**

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- There is no significant weakness to report but consideration should be given to improve the following;
- implement the appraisal system in place to help highlight any training needs of staff and to promote continuous development of education provided.

*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.*