



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 260895

DfES Number: 581988

### INSPECTION DETAILS

Inspection Date	19/10/2004
Inspector Name	Lesley Ann Barrett

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	The Village Playgroup
Setting Address	The Community Village Centre Church Street, Werrington Peterborough Cambs PE4 6QE

### REGISTERED PROVIDER DETAILS

Name	The Committee of The Village Playgroup 803323
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### ORGANISATION DETAILS

Name	The Village Playgroup
Address	The Community Village Centre Church Street, Werrington Peterborough Cambs PE4 6QE

## 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

The Village Pre-School was established over 25 years ago. It operates from the village hall in Werrington village situated to the north of Peterborough. The Pre-School serves the immediate village and surrounding area's.

There are currently 28 children on roll. This includes 16 funded children all of who are 3 year olds. The setting does not currently support children with special education needs or those for whom English is an additional language, however procedures are in place to enable them to do so.

The Pre-School opens five morning per week term time only. A lunch time session is also offered. Children can attend for a variety of sessions. Over half the staff are appropriately qualified or working towards a recognised qualification in childcare.

The Pre-School is a member of the National Pre-School Learning Alliance. They also receive support from a pedagogical teacher and childcare advisor from the Peterborough Sure Start Strategic Partnership

### How good is the Day Care?

The Village Pre-School provides good quality care for children.

The staff team are experienced and have appropriate qualification to enable them to carry out their role effectively. The staff are aware of their individual roles and work effectively as a team to meet the needs of the children. The space available is organised to provide an inviting and challenging environment, so that children are interested and excited in their play.

Comprehensive policies and procedures are in place and applied in practise to keep children safe. Staff have a good understanding of safety and hygiene to enable children to play with minimum risks. Children are provided with healthy snacks, a rolling snack programme encourages children to develop their independence skills and drinking water is available to children at all times.

Children benefit from a wide range of activities, appropriate resources and challenges which support their individual stages of development. An extensive range of resources are readily available which children have free access to and resources that provide positive images of gender, culture and disability are plentiful. There are excellent relationships between staff and children, confidence and self esteem and fostered through the frequent use of praise and encouragement. Staff are consistent with their approach to behaviour management.

The partnership with parents and carers is of a high standard. Parents are kept well informed about their child through daily exchange of information and express their satisfaction at the care provided. They are encourage to play an active part in the pre-school through the committee, rota parent system and fund raising. Most documentation is in place and supports the successful operation of the group however greater clarity is required in some area's. Staff are aware of the local Area Child Protection Committee procedures and their duty to protect children from harm.

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

Since the last inspection the group have made good progress in addressing the actions identified and this has a positive impact of the standard of care provided for the children.

They have implemented all necessary policies, procedures and documentation as required. The safety of the outdoor play area in respect of the tarmac has been addressed and safety flooring is now in place.

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

- Staff provide an exciting and well planned environment, so that children are interested, excited and motivated to learn.
- Space is used well to create separate areas for of children, yet enabling them to move freely around the room
- Staff provide excellent role models for the children, who in turn are very caring towards each other. All staff have consistent expectations for behaviour and behaviour is very good.
- Good support is provided for children with special needs, so that all children can participate in all activities. Staff provide good support for parents and work effectively with other agencies.
- Partnership with parents and carers is of a high standard. Parents are welcomed into the group and encouraged to stay to help their child settle. They are provided with clear information about their role as a rota parents and encouraged to feel part of the team

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

- recording of accidents

- complaints procedure
- child protection policy .

**PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)**

Since the last inspection Ofsted has not received any complaints about this provider.

### **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 the dates accidents happen are consistently recorded within the accident book.
14	Ensure that the complaints procedure and child protection policy are clear and contain all relevant information

## 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 The Village Pre-School is of high quality, it enables children to make very good progress in all area's of learning.

The quality of teaching is very good. Staff have a clear understanding of the foundation stage and the early learning goals and are aware of the learning intentions of each planned activity. They effectively interact with the children and use opened ended questions which encourages children to think and use their own idea's. The staff know the children well and present new idea's in a manner appropriate to their level of understanding. Skilful use is made of unplanned opportunities to extend children's learning. Plans are comprehensive and link to the six area's of learning, regular observations are made which are used to assess children's progress towards the stepping stones and influence future planning. The children are well behaved, they share and take turn and staff reinforce positive behaviour.

Leadership and management is very good. The committee play an active part in the running of the pre-school. The supervisor has a clear understanding of her role and delegates effectively. Staff's strengths and weaknesses are identified on an informal basis and appropriate action taken to address these needs to ensure that children and staff are appropriately supported. Regular meetings are held to monitor and evaluate children's progress and the effectiveness of the activities offered.

The partnership with parents and carers is excellent. Parents speak highly of the pre-school and show confidence in the staff. They are provided with well organised paperwork about the provision and on going information about the foundation stage and six area's of learning. Parents are encouraged to be involved in their child's learning and are provided with suggested activities to support topic work .

### What is being done well?

- Children's mathematical skills are well fostered through planned activities and use of daily routines. Children are confident at using numbers in their play and staff help to extend their mathematical vocabulary.
- Children's personal, social and emotional development is well fostered. Children are confident and show good concentration skills. Staff provide a warm and caring environment where children can relax and learn through fun.
- Planning cards provide support and advice for staff and parents enabling them to have a clear understanding of the learning intentions of each activity to helps them to extend children's learning.
- Staff work well as a team and are supportive of each other. They are aware of their own roles and responsibilities during the session.

<b>What needs to be improved?</b>
<ul style="list-style-type: none"><li>● activities which encourage children to explore and investigate why things happen and how things work .</li></ul>



<b>What has improved since the last inspection?</b>
<p>Very good progress has been made since the last inspection and this has had a positive impact on children's learning.</p> <p>Staff's knowledge and understanding of the early learning goals has been successfully addressed.</p> <p>The planning has been developed to cover all learning outcomes and staff are deployed effectively</p> <p>Assessments and record keeping are effective, addresses the needs of individual children and includes parents in the process</p> <p>Mathematics is included in everyday planning, activity planning sheets and staff recognise opportunities for spontaneous learning.</p> <p>Children enjoy using books and an inviting book corner has been developed. Opportunities for children to link sounds to words, rhymes and syllables are addressed in planning and through spontaneous learning.</p>

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are happy and relaxed in the setting and respond to activities with interest and enthusiasm. They are confident and approach adults and visitors with ease. Staff encourage children to help with tidying away activities and children are familiar with the routines. Children share activities well and are learning to take turns especially when playing games. Behaviour is good. Staff constantly give verbal praise and encouragement to the children.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children are provided with regular opportunities to recognise their own name, especially upon arrival & at snack time. Staff take time to support those children who are unsure. Children access books for pleasure and information and enjoy listening to stories and predicting what happens next. Staff take time to talk to children and listen to their responses. Activities are provided which help children to link sounds and letters. Children are gaining confidence to speak in group situations.

### MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children are learning to count forwards and backwards with confidence in group situations, songs and rhymes. Counting is used in planned and unplanned activities, such as how many candles are on the cake. Numerals are displayed and children are beginning to recognise them. Children are learning about more than, less than and addition and subtraction through simple games. They are provided with opportunities to recognise shapes, compare sizes, weight and create simple patterns.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children are provided with an excellent range of activities to build & construct using a range of resources. They are provided with opportunities to select their own resources to help them shape, assemble and join materials. Early information technology skills are developing through effective use of resources available. Knowledge of sense of time & place is encouraged by planned activities. Opportunities are available to allow children to explore and investigate, however these could be extended.

### **PHYSICAL DEVELOPMENT**

Judgement: Very Good

Children move confidently with control on a range of indoor and outdoor equipment, which enables them to climb, balance and pedal. A variety of tools are used with increasing skill such as scissors, glue spreaders and pouring their own drinks. High priority is given to ensuring that children have the opportunity to exercise on a daily basis, whether it be inside or outside. Children are developing an awareness of the importance of good hygiene.

### **CREATIVE DEVELOPMENT**

Judgement: Very Good

Children enjoy exploring a variety of textures and media as free choice and planned activities, such as dough, paint, sticking Children like to sing and have a good repertoire of remembered songs. They also enthusiastically participate in music play. There are daily opportunities for role play, children show enthusiasm for dressing up and are provided with a wide variety of costumes for this.

**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:*

- further enhance the programme for knowledge and understanding of the world by including activities which encourage children to explore and investigate

*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.*