



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 205717

DfES Number: 555016

### INSPECTION DETAILS

Inspection Date	25/01/2005
Inspector Name	Jill Scargall

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Priory Lane Playgroup
Setting Address	Priory Lane Community Centre Priory Lane Scunthorpe North Lincs DN17 2HE

### REGISTERED PROVIDER DETAILS

Name	The Committee of Priory Lane Playgroup
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### ORGANISATION DETAILS

Name	Priory Lane Playgroup
Address	Priory Lane Community Centre Priory Lane Scunthorpe North Lincs DN16

## 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

Priory Lane Playgroup is managed by a voluntary management committee of parents and volunteers. The group has been open for about forty years and operates from the community centre building in Priory Lane in a residential suburb of the town of Scunthorpe. A maximum of 24 children may attend the pre-school at any one time. The pre-school is open from Monday to Thursday mornings from 09:30 until 12:00 during school term times. There is access to the neighbouring school playing field for outside activities.

There are currently 17 children aged from 2 to under 5 years on roll, of these 15 receive funding for nursery education. Children come from the surrounding area. The nursery currently supports children with special educational needs.

The pre-school employs four staff, three of them have appropriate childcare qualifications. The group receive support from the Pre-school Learning Alliance, and the North Lincolnshire Early Years Development and Childcare Partnership.

### How good is the Day Care?

Priory Lane Playgroup provides satisfactory care for children. The group meet in a community centre owned by North Lincolnshire Council which has been considerably adapted for pre-school use. The large hall is divided into areas for creative play, book and home corner, floor and table top activities. Staff have a caring approach with the children and they work effectively as a team, they hold regular meetings and are aware of necessary documentation which is securely stored. However, the operational plan is not made available to parents and some policies and procedures are not in place.

Regular safety checks are carried out and a health and safety policy is in place. The building is kept secure and risk assessments are carried out. Children's well-being is promoted and good hygiene practices are maintained. Children have a snack and a drink halfway through the session. All staff have a First Aid qualification and they are aware of child protection issues but no member of staff has received specific

training. The group have a policy of inclusivity that makes sure all children are included in all activities and they support children with special educational needs well.

The group have a range of equipment and resources appropriate for the age and development of the children. There are daily planned activities but children's records do not clearly show what the children have achieved and what they need to learn next. There is a behaviour management policy but staff are not using strategies in an appropriate manner.

Partnership with parents is satisfactory, parents are welcomed into the group at any time and they have regular doorstep meetings with staff to discuss their children's progress. Parents receive a brochure and newsletters with information about the group.

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

At the previous inspection the group were asked to, ensure that there is a member of staff at each session who has completed an appropriate first aid course. All members of staff now have an appropriate first aid qualification to ensure children's safety.

They were asked to appoint a designated person with responsibility for child protection, and ensure that they access proper training. One member of staff has taken an introductory course in child protection and the group are now aware of the signs to be alerted to and of the correct procedures to follow. The importance of maintaining confidentiality is respected.

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

- Staff work closely with the special needs co-ordinator from the Partnership and other childcare agencies to provide appropriate care for children with special educational needs.
- Children are encouraged to help maintain an orderly environment by taking responsibility for putting toys and equipment away safely.
- A wide range of age /stage appropriate resources are available to support children's learning.
- Good procedures are in place to promote health and hygiene routines and children are encouraged to learn about these during their daily routines.

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

- the operational plan to be made available to parents and details of the complaints procedure
- the child protection procedures
- observations of children's activities to inform next steps for children's learning

- staff's awareness and understanding of effective ways to manage children's behaviour, taking into account their age and stage of development.

**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.)**

There are no complaints to report.

### **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
3	Use observations of children's activities to inform next steps for children's learning.
11	Develop staff's awareness and understanding of effective ways to manage children's behaviour, taking into account their age and stage of development.
12	Make available to parents a written statement that provides details of the procedure to be followed if they have a complaint.
13	Ensure that there is a trained member of staff who has responsibility for child protection issues.
2	Make operational plan available to parents.

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

### How effective is the nursery education?

Priory Lane pre-school provides children with a welcoming environment where children are happy and settled and make generally good progress towards the early learning goals.

The quality of teaching is generally good. Staff organise the indoor space and resources to create a pleasant learning environment. Staff encourage and praise children but some children do not always respond with appropriate behaviour.

Children enjoy planned activities which are presented enthusiastically. Staff give individual children a good level of support and those with special educational needs are encouraged to participate in the full range of pre-school activities. Planned activities are not always extended to provide sufficient challenge for more able children, or to identify from the learning intentions what children need to know next.

Staff assess children's progress but this is not clearly linked to the stepping stones and early learning goals and this information is not used to plan what children should do next. Records do not provide a clear picture of children's progress to share with parents.

The leadership and management are generally good. Regular staff meetings are held and there is a commitment to further training. Staff are fully involved with children's learning but there is a lack of effective strategies for monitoring and evaluating the pre-school and some staff are not clear about their roles.

The partnership with parents is generally good. Parents are supportive of the group and they receive regular verbal information about their children's progress and brochures and newsletters about events, but they do not receive sufficient information about the Foundation stage curriculum guidance. Parents are included in children's learning.

### What is being done well?

- Children are interested in the world around them, they investigate and explore everyday situations and they are aware of local events, for example, building work on the road outside.
- Children have many opportunities to make marks on paper and to develop emergent writing skills.
- Children have regular opportunities to develop small muscle skills by using tools and equipment and to increase hand/eye co-ordination by pouring water or using cutting tools with playdough.
- Children with special educational needs have support strategies in place and there is close liaison with parents and childcare professional to provide an

appropriate level of support.

**What needs to be improved?**

- planned activities and recording of children's achievement to link this to the Foundation stage guidance and to indicate which stepping stones have been achieved
- information for parents about the Foundation stage curriculum guidance and their children's progress
- opportunities for children to develop personal independence, for example, by becoming involved with snack time activities and enjoying some social interaction with adults whilst sitting quietly
- opportunities for children to become familiar with books and to enjoy story telling in a relaxed atmosphere.

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

Not applicable

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are greeted by name and they are interested in the activities provided. They have an appreciation of their local community and the world around them, they are aware of events like birthdays, and men at work outside the building. They can manage toileting and hand washing independently and they are trying to manage their own clothing. A few children have difficulty with self-control and children are not encouraged to be independent at snack times.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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There are a variety of opportunities throughout the session for children to access writing materials and to make marks on paper. Children talk to adults and to one another, they ask questions spontaneously and comment on similarities and differences and they are not afraid to volunteer their own opinions. Opportunities are not always used as well as they might be to help children respond to stories, to select books and to link sounds and letters.

### MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children say and use number in many contexts and they have an understanding of the use of number through rhymes and games. They recognise and recreate simple patterns in the home corner and use role play to sort items, they can recreate simple patterns. Children have few opportunities to use mathematical language, and simple addition and subtraction through practical activities and discussion.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children use close observation and investigation to explore everyday situations, they have investigated magnets, light and colour, fish and they are aware of the consequences of events, for example, fish needing water to live. The group regularly celebrate festivals, and have an appreciation of other cultures. However, children have limited opportunities to use information and communication technology in everyday situations and few chances to develop designing and making skills.

### PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children participate in movement, singing and action rhymes and move around the room sampling activities with confidence. They engage in activities that require hand/eye co-ordination, and can access play equipment to develop large muscle skills, climbing under, over and balancing on equipment. Although children engage in some routines for hygiene and exercise, there are limited opportunities for them to learn about changes to the body when active and develop an understanding about health .

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Generally Good
There is a daily opportunity for a craft activity including access to paint and other media, children are beginning to recognise colours and to differentiate between textures. They are interested in imaginative play and use the resources provided in an interesting manner. They can sing simple songs from memory. However, there are limited opportunities to listen to music and access musical instruments, to match movements to music and to make up own rhythms.	
<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>	



## **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**

- review planning to ensure that activities provide challenge for children and that planned activities relate to Foundation stage guidance
- continue to develop children's records of achievement and illustrate children's progress towards the early learning goals by linking evidence provided to the stepping stones
- make sure that parents receive information about the Foundation stage curriculum guidance and information about their child's progress towards the early learning goals.

*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.*