



**Office for Standards  
in Education**

## **COMBINED INSPECTION REPORT**

**URN** 501467

**DfES Number:** 534682

### **INSPECTION DETAILS**

Inspection Date	01/12/2004
Inspector Name	Julie Wright

### **SETTING DETAILS**

Day Care Type	Sessional Day Care
Setting Name	Christopher Robyns Playgroup
Setting Address	The Guide Hut Mill Lane, Woodley Stockport Cheshire

### **REGISTERED PROVIDER DETAILS**

Name	Mrs Sharon Beverley Dalton Daniels
------	------------------------------------

## 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

Christopher Robyn's Pre-school opened in 1998. It operates from the Guide Hut on Mill Lane, Woodley. There is one main playroom, a separate kitchen and two toilets. There is no outdoor play area at this time, however small groups of children are taken on local outings. The group serves the local area.

There are currently 29 children from 2 years 6 months to 4 years on roll. This includes 2 funded children. Children attend for a variety of sessions.

The group opens five days a week during school term times. Sessions are from 09:30 until 12:00 or 13:30. Children who attend St. Mark's or Woodley nurseries are taken there by staff or parents at 12:50.

Four part-time and two full-time staff work with the children. One member of staff has an early years qualification to NVQ level 3. Two staff are currently working towards a recognised early years qualification. The setting receives support from a mentor from the Early Years Development and Childcare Partnership (EYDCP).

### How good is the Day Care?

Christopher Robyn's pre-school group provides good quality care for children. There is a consistent staff group who attend appropriate training and have relevant experience. The environment is warm, light and has sufficient space with defined activity areas. The group has age-appropriate toys and equipment to promote all areas of development. Records and documentation are maintained and well organised.

The play area is suitable and maintained in a safe condition. Staff complete regular risk assessments and minimise hazards to children. There is a clear sickness policy which protects children from the risk of illness and infection. There are written policies related to health and hygiene although there are inconsistencies in practice. At snack time children are offered toast, fresh fruit and a choice of drinks. Children who stay for lunch bring packed lunches and there are suitable arrangements for the

storage of food. Individual requirements are recorded and respected. Staff have a clear understanding of Special Needs issues and also demonstrate awareness of Child Protection procedures.

Staff develop good relationships with the children who are settled, confident and enjoy their time at the group. Activities and themes are planned with relevant details provided for parents. Children are given opportunities to move around freely, make choices and join more structured activities. Children participate to their own level in the large group activities such as singing action rhymes. The children respond well to the age-appropriate behaviour management policy and methods used by the staff. Self-esteem is promoted during sessions and themed creative pictures are displayed.

Staff have good working relationships with parents who provide positive comments on the care offered. Information is shared and recorded to meet the individual needs of children and parents.

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

At the transitional inspection the provider was asked to provide an action plan to meet qualification requirements, develop the operational plan, formalise a safe outings procedure, have fire equipment checked, record fire drills, conduct a risk assessment, store cleaning materials safely and formalise policies regarding medication and sickness.

The action plan has been implemented with one qualified member of staff and two working towards NVQ level 3. The operational plan is complete and in place which covers all policies and procedures. Fire safety requirements are met and risk assessments completed.

These actions have resulted in improvements to the care of children by suitability of staff, organisation, safety of the premises and documentation.

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

- There is a stable staff group who work well together. They have developed policies and procedures since the last inspection and staff demonstrate a commitment to development through updated knowledge and training.
- Children are familiar with the setting, they play with confidence and enthusiasm. Space is used well with activities and equipment made accessible and presented at different levels. The imaginative play areas links to current topics such as a post office or clinic. Visitors to the group include the fire service, road safety officer and health visitor.
- Children respond well to staff and their positive behaviour management strategies. Staff use praise, encouragement and promote self-esteem throughout the session. They use positive language and applaud children for their achievements.

- Parents value the care provided and develop warm relationships with the staff. Information is made available through the welcome pack and notice board. The activity information helps parents to reinforce learning at home and participate in the current theme. The group is well established in the community.

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

- the arrangements for children to clean their hands and the method of handing out cups at snack time.

#### **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.)**

A complaint was received in July 2004 about the qualification and suitability of staff. These concerns relate to National Standards 2 - Organisation and 1 - Suitable Person respectively. An investigation took place and the provider agreed to an action to ensure that staff absences are covered. Information provided confirms that sufficient staff are qualified and that staff are suitable to work with children. The provider remains qualified for registration.

#### **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	Promote good hygiene practice in relation to hand washing and also the provision of drinks.

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

### How effective is the nursery education?

The provision at Christopher Robyns Play Group is of high quality. Children make very good overall progress towards the early learning goals and are happy, confident and secure within the setting.

The quality of teaching is very good. The staff team work very well together and are clear about their roles and responsibilities. They deploy themselves effectively to support children's learning in planned activities and child initiated play. Staff confidently use their knowledge and understanding of the Foundation Stage to plan a stimulating and balanced curriculum across all areas. They frequently observe and assess aspects of children's learning, know the children well and use discussion to plan next steps for children. However, these are not indicated on the planning and the assessment recordings do not make clear links to the stepping stones. The staff organise the room to arouse children's interest and curiosity and to promote choice and some independence. Staff explain things clearly to children and employ effective questioning techniques to encourage children's thought processes. Staff skilfully manage children's behaviour.

The leadership and management are very good. The manager leads by example and works alongside staff. There is an open and collaborative approach. Effective systems are in place to support staff in their teaching and professional development and maintain the quality of care and education for all children who attend.

Partnership with parents is very good. Effective links enable parents to be involved in their child's learning and aware of their progress and attainments.

### What is being done well?

- Strong emphasis is placed on children's personal, social and emotional development. Good settling procedures promote children's security. Good relationships are formed with children who are valued as individuals and treated with respect, sensitivity and warmth. Staff reward children with positive praise, boosting their self-esteem and confidence. They are good role-models; addressing children politely, using please and thank-you.
- Language, literacy and mathematics are an integral part of the curriculum and children take advantage of the many good opportunities to speak, listen, read, write and use their understanding of number and mathematical concepts. Staff introduce children to a wide vocabulary through discussion, stories and conversation and encourage children to reflect on their actions and learning.
- The setting works closely with parents providing good sources of information regarding topics, activities and their links to the foundation stage of learning. The adventures of "Gary Lineker" the bear who travels home and on holiday

with children and parents effectively promotes the continuity between home life and play group. Individual scrapbooks containing children's work, photographs and anecdotes bring their children's experiences at play group to life for parents.

**What needs to be improved?**

- the accessibility of additional resources
- the systems for recording children's progress and next steps.

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

Not applicable.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

The children are happy, confident, curious and motivated. They consistently relate well to each other and adults. They take turns and share with each other and will remind anyone who forgets. Children negotiate and co-operate well in groups. For example, how they will build a house with large soft bricks and who will take which role in the café. They are polite and well-behaved responding positively to the stimulating day. Children confidently choose activities and manage their personal needs.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are eager to interact and talk using a well developed vocabulary. They are learning to be attentive listeners and focus clearly on the speaker in activities such as stories and circle time. The children exploit every opportunity to use their writing skills such as taking orders in the café, completing the calendar and writing letters to themselves which they post. They recognise the letters in their names and the sounds they make and can write them using well developed letter shapes.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are gaining a confident understanding of number and use it well in their play. They price the food in their café, estimate how many more reels will fit on their string and count how many hand spans to measure items. They are strengthening their understanding of more and less in practical activities and number songs such as five fat sausages. Children successfully match, sort, sequence and recreate simple pattern and confidently describe events using simple mathematical language.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children explore, investigate and discover for themselves in practical activities such as dyeing rice, baking cakes, floating and sinking. They explore their local environment, visiting the post office, local church and park. Visitors such as, lollipop person, health visitor and police help the children to understand their community. Celebrating festivals and dressing-up introduces them to the wider world. Children have increasing awareness of simple everyday technology and its uses.

<b>PHYSICAL DEVELOPMENT</b>	
Judgement:	Very Good
The children's physical skills are developing well. Children demonstrate good control when running, jumping and balancing across planks. They crawl under and through spaces and move imaginatively when being animals. Children safely and sensibly negotiate space. They use outstretched arms to ensure enough space and skilfully negotiate bikes around and between obstacles. Children are developing good skills with their hands. They are adept with scissors, threading, dough and pencils.	

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Very Good
Children confidently explore colour using paint, materials and objects and investigate a range of techniques including collage, model-making, and printing. They perceptively act-out rhymes, stories, such as the nativity, and their own experiences through role-play. The children sing a wide repertoire of songs enthusiastically and tunefully. They move rhythmically to music and use instruments to produce soft and loud sounds.	

<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>
---



## **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 are no significant weaknesses to report, but consideration should be given to the following point;
- Further develop the assessment system to clearly outline children's progress or identify any gaps in their learning and review the planning documents to ensure continuity of children's individual learning.

*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.*