



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 218139

DfES Number: 539873

### INSPECTION DETAILS

Inspection Date 18/10/2004  
Inspector Name Valerie Thomas

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Edna Thornton Playgroup  
Setting Address Church Hall  
Vicarage Road, Tean  
Stoke-on-Trent  
Staffordshire  
ST10 4LE

### REGISTERED PROVIDER DETAILS

Name The Committee of Edna Thornton Playgroup 1036813

### ORGANISATION DETAILS

Name Edna Thornton Playgroup  
Address Church Hall  
Vicarage Road  
Upper Tean  
Staffordshire

## 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

Edna Thornton Playgroup opened in 1991. It operates from two rooms within The Church Hall in the village of Upper Tean. There is no outdoor play area available. The playgroup serves the local and surrounding areas.

There are currently 22 children from 2 to 4 years on roll. This includes nine funded three-year-olds.

The playgroup opens Monday, Tuesday, Thursday and Friday during school term times. Sessions are from 09:15 until 11:45.

There are six staff who work with the children. The supervisor has an early years qualification to NVQ level 3. Three of the part time staff have a basic Pre-School Learning Alliance qualification. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership (EYDCP).

### How good is the Day Care?

Edna Thornton Playgroup provides satisfactory care for children. Staff are experienced and work well together. However, the level of qualified staff does not meet requirements and procedures to deputise are not in place. There are policies and procedures in place for most areas. However, the setting has not informed Ofsted of committee changes. The playgroup is well-maintained and offers a welcoming environment for parents and children.

There are detailed safety policies for indoors, giving clear guidelines to staff. Children are always supervised and staff monitor access to the group at all times. All areas are safe. Staff implement satisfactory health and hygiene procedures which helps reduce the spread of infection. Staff work in partnership with parents to meet children's dietary and individual needs. They implement child protection procedures which are understood by staff, although they do not inform parents or staff of all relevant procedures to follow.

Staff plan a varied range of interesting activities for children. There is a suitable range of toys and equipment to help children progress and resources available help to raise children's awareness of different cultures, gender and disability. Children enjoy their play and have good relationships with each other. Staff constantly talk to the children, encouraging them to play and learn through activities and meet their needs well. Children behave very well and respond positively to staff. There are identified systems in place to provide effective support for children with special needs and for children who have English as an additional language.

There is a positive partnership with parents and carers. Parents are fully informed of how the setting operates through policies, programme of activities displayed and discussion. Staff exchange information on the child's well-being on a daily basis. However, written progress records are not actively shared.

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

At the last inspection it was agreed that an action plan would be implemented to show how the supervisor would achieve a level three qualification, hours of staff and children's attendance would be recorded, a system to record physical intervention would be implemented and the complaints procedure would have all relevant details included.

The playgroup have made good progress in all areas. The supervisor has a level three qualification and is able to offer support and guidance to all staff, which has a positive impact on children's learning.

The systems for documentation have been improved. Registers now record hours of attendance for children and staff hours are recorded separately. This shows clearly what children are present and which staff have cared for them. The system for recording physical intervention is now in place and the complaints policy includes the regulators contact details. This ensures staff are aware of the relevant procedures to follow if any incidents occur and parents know who to contact if they have any serious concerns.

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

- The interaction between staff and children is positive. The key worker system helps staff to meet children's needs well. They provide individual attention to extend children's learning and provide comfort and support when needed. Children enjoy their time at the playgroup.
- There are good methods in place to ensure safety for children. Daily checks are made and annual risk assessments are completed. Security is good and staff are deployed effectively.
- Behaviour is managed effectively. Staff set clear boundaries and children respond well. They play and behave well together.

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

- the notification to Ofsted of any changes in the committee and vetting procedures to be implemented
- the level of qualified staff present and the procedures for deputisation
- the child protection policy to include all relevant procedures
- the methods used to share progress records with parents.

### 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 must take the following actions by the date shown

Std	Action	Date
1	Notify Ofsted of changes to the committee and undertake vetting procedures.	18/11/2004
2	Provide and implement an action plan detailing how at least half of all childcare staff will hold a level 2 qualification appropriate to the post and ensure there is a named deputy who is able to take charge in the absence of the manager.	18/12/2004
13	Ensure that the child protection policy for the playgroup includes procedures to be followed in the event of an allegation being made against a member of staff or volunteer	18/11/2004

#### The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
12	Ensure methods used to share progress records with parents are effective.

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

### How effective is the nursery education?

Edna Thornton Playgroup offers good quality provision overall which helps children to make generally good progress towards the early learning goals with very good progress in personal, social and emotional development.

Teaching is generally good. Staff have a suitable knowledge of the foundation stage. They plan an interesting range of practical activities which help children to learn, although planning does not show how the more able children can be extended in their learning. Staff management of behaviour is very good. Activities are well managed and staff engage in children's play and conversations. There is a satisfactory range of equipment to support children's learning, although it is not fully utilised for areas of physical development and construction opportunities.

Staff use assessment records and observations well to identify the progress children are making towards the early learning goals. However, they do not identify individual learning targets for children. Although there are currently no children with special educational needs attending, there is an effective system in place to provide good support. The challenges set for children are generally good. However, they do not always challenge more able children in areas of maths and literacy.

Leadership and management is generally good. The group benefits from clear guidance from the manager. There is constant evaluation of practice through appraisals for staff and regular discussions of practices, although there is no appraisal system for the manager. However, there is little leadership from the committee as they are mainly responsible for the financial status of the group.

The partnership with parents is generally good. Parents are informed of the nursery ethos and have monthly information on activities provided. There is an ongoing exchange of information of children's needs and well-being, although methods to share written progress records are not always effective.

### What is being done well?

- The children are very interested and involved in their play. They concentrate very well with adult-focussed and self-initiated activities.
- Consistent encouragement by staff help children to count and understand numbers well. They count up to seven confidently and are able to match number to object, counting the cars on the jigsaw.
- The relationships staff build with children are very positive. They constantly engage in their play and conversations and regularly encourage children to remember and talk about significant events that have happened to them. As a result children are confident speakers and are able to express their needs well.

- There are good opportunities for children to explore texture and develop their senses. They confidently describe how the cotton wool feels and have great fun holding and squeezing the water and ice balloons.
- Behaviour is managed very well. Staff set clear boundaries and children are encouraged consistently to use their manners, share and take turns. Children respond positively and behave well.

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

- the challenge for more able children to develop problem solving skills through everyday routines and activities and for them to have increased opportunity to link sounds to letters and label their own pictures
- the provision of more opportunities for children to construct with varied materials using different techniques and for using wheeled toys
- the planning and assessment systems so that they identify individual learning targets for children and show how the more able children can be extended in their learning.

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

Not applicable.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are actively involved in their learning. They are very confident, work well independently and show good levels of concentration when playing with jigsaws and exploring the water balloons. They cooperate well as they make dinner together in the home corner and wait for their turn to catch the ball. Children behave and play well together and show that they understand the boundaries, telling others not to bang on the table. Children manage their self care well.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident and fluent speakers. They engage easily in conversations sharing their experiences with adults and confidently express their needs. Children demonstrate good book handling skills and are able to tell the story from the pictures. Most children recognise their name at registration time and when storing their pictures. The more able children are able to write their name, although they are not often encouraged to do this or to link sounds to letters.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children use and understand numbers for counting well. They count up to seven confidently and match number to object, counting fingers when singing number rhymes. Children demonstrate well that they understand shape and size. They match the square and circle easily in the puzzle and are learning the correct words for three-dimensional shapes when threading and can match the correct size well. They do not often develop their problem solving skills during practical activities and routines.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

There are good opportunities for children to learn about the world in which they live. They visit the local church and school and have had visits from the fire brigade and 'lollipop person'. They learn about features of living things handling goslings, a rabbit and a lamb. Children explore change when baking, growing cress and finding out how water changes into ice in the balloon. Children do not often investigate and build with varied construction materials using different techniques.

**PHYSICAL DEVELOPMENT**

Judgement:	Generally Good
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Children move confidently and safely. They run well and are able to stop and start safely. They take part in action songs and march well to the music. They crawl through the tent and climb up and down the climbing frame with ease. Children throw, catch and kick well when playing with balls. Children use one handed tools competently. They paint and glue with good control and push the beads around the frame easily. Children do not often have opportunities to ride wheeled toys.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children express their ideas freely and develop their imagination through a range of activities such as role-play, painting and singing. However they do not often make three-dimensional structures. There are good opportunities to explore colour and texture through dough, sand, water and collage. Children use the correct words to describe objects, saying the cotton wool is fluffy and the material is silky. They regularly play instruments and join in with familiar songs well.

**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**

- provide sufficient challenge for the more able children to enable them to develop problem solving skills and extend their learning in literacy
- plan more effectively to provide increased opportunities for children to investigate and join construction materials using different techniques
- increase opportunities for children to develop their physical skills for using wheeled toys
- improve the planning and assessment system to identify individual learning targets for children and how the more able children can be extended in the activities 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.*