



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 117155

DfES Number: 521925

### INSPECTION DETAILS

Inspection Date 12/07/2004  
Inspector Name Doreen Forsyth

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Stoke Damerel Playgroup  
Setting Address Rear Of Stoke Damerel Church  
Paradise Road, Stoke  
Plymouth  
Devon  
PL1 5QL

### REGISTERED PROVIDER DETAILS

Name Stoke Damerel Playgroup 1046357

### ORGANISATION DETAILS

Name Stoke Damerel Playgroup  
Address Rear Of Stoke Damerel Church  
Paradise Road, Stoke  
Plymouth  
Devon  
PL1 5QL

## 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

Stoke Damerel Playgroup opened in 1979. It operates from parish rooms at the rear of Stoke Damerel Church, in Stoke, Plymouth, Devon. The playgroup serves the local urban community.

There are currently forty-nine children on roll. This includes 19 funded three-year-olds and 13 funded four-year-olds. Children attend for a variety of different sessions. The setting supports children with special needs.

The setting opens four days a week during school term times. Sessions are from 09.00 until 15.00.

Six full and part-time staff work with the children, Five of these have relevant early years qualifications. The setting is a member of the Pre-school Learning Alliance and receives support from the local Early Years Partnership.

### How good is the Day Care?

Stoke Damerel Playgroup offers good care for children. Staff are skilled at working with children and most have early years qualifications and attend regular training to update their skills. The pre-school has a range of documents in place, most of which are fully completed, to help ensure the efficient running of the setting. However, the daily organisation of the programme is not well organised, which leads to children being restless at times.

The premises are bright, welcoming, spacious and well used. The foyer area is used well to make parents welcome and provide them with information. The setting has a good range of resources, some that can be easily accessed by the children. The displays of different festivals, and resources that are used to promote equal opportunities are a strength of the pre-school.

Staff ensure children are kept safe. They carry out regular risk assessments and follow correct procedures to promote children's good health. Most staff have current

first aid qualifications. The setting provides children with healthy snacks and drinks. There is a special needs co-ordinator in place who assists staff in ensuring children's needs are appropriately met, staff know the children well and value their differences. Staff have attended training that enables them to deal effectively with child protection issues.

Children are provided with a good range of activities that help them to learn and progress. Staff assess the children's progress well and use these observations when planning. This includes children in the pre-school with special needs. The children generally behave well and staff use a range of methods to promote and encourage positive behaviour.

The partnership with parents is very good. Parents are kept well informed about their children's progress and about the provision offered. They exchange information with staff regularly on an informal basis. Parents are welcomed into the pre-school.

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

At the last inspection the pre-school was set a number of actions concerning documentation and procedures. Since that inspection the setting has reviewed all the documentation and all the required policies and procedures are in place, ensuring children are safe and well cared for. The setting has installed an alarm system which is used to alert the staff to children leaving the playroom or anyone entering the premises. A member of staff is designated to deal with child protection concerns and staff are all familiar with the procedures to follow if they had any concerns about the children they care for.

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

- The premises used by the pre-school are light bright and airy. Children have space to play freely inside, and the attractive new gardens allow children to learn about growing things and to enjoy physical play.
- There are excellent displays in the playroom and foyer portraying different festivals and cultures. Children play with a very good range of resources that promote equality of opportunities.
- The partnership with parents is very good. Parents are given good information about the provision offered. There are a number of well presented notice boards in the foyer with information about the pre-school, about childcare and other local resources.
- The committee and staff have updated all the pre-school policies and procedures. These are very comprehensive, ensure the smooth running of the pre-school and are well presented for parents.
- Staff are vigilant about children's safety. They carry out regular risk assessments and practice suitable fire safety precautions.

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

- the recording of times of attendance for staff, children and visitors
- the organisation of the daily routines.

### **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
2	Ensure that registration arrangements show when children, staff and visitors are present.
2	Organise the daily programme to ensure children are kept fully occupied.

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

### How effective is the nursery education?

At Stoke Damerel Playgroup the provision is of good quality, children are making generally good progress towards the early learning goals in all areas of learning.

The quality of teaching is generally good. Most staff have a good understanding of the foundation stage and use this appropriately as the key to their planning. Planning is very effective, it ensures that three and four-year-olds have their learning needs met, covering most stepping stones. Staff observe and record children's progress very well, they use these observations to plan for children's individual needs and help them move on to the next step in their learning. The Special Needs Coordinator helps ensure all children progress. The children generally behave well, however, the organisation of the session sometimes leaves times when the children are unoccupied or waiting in large groups for too long, resulting in children becoming bored or restless.

The leadership and management of the pre-school is generally good. The setting encourages staff to train and uses regular appraisals to monitor staff development. Members of the committee support the staff and evaluate the provision, but have not yet fully managed the organisational issues. The chair has attended recent management training which the senior staff will also attend. The pre-school has recently started an accreditation scheme which they will use to assess their strengths and weaknesses. The management team are fully committed to the improvement of the pre-school.

The partnership with parents is very good. Parents are welcomed into the setting. There is an informative prospectus and very well set out notice boards that provides information about the pre-school curriculum. Parents are able to meet regularly with the key workers and discuss their children's progress, they contribute to the assessment process and are able to share with the setting what they know about their child's learning.

### What is being done well?

- There is a very good partnership with parents. Parents are kept informed about their children's progress through planned meetings and informal discussion. They receive comprehensive information about the provision. The pre-school offers parents ideas of activities they can do at home with their children.
- The staff record children's progress well, and use this information to plan for children's next steps in their learning. Parents are invited to contribute to the observations that the key workers make.
- Children are learning very well about their own and different cultures. They celebrate a range of festivals, such as Easter and Chinese New Year, link

craft activities with festivals, for example, making bracelets for Raskha Bandhan, and use a very good range of equal opportunities resources.

- The staff are good at encouraging children to express their ideas through music and movement, using dance, musical instruments, materials and streamers.

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

- the organisation of the daily routine so that children are not left unoccupied and waiting for too long
- the children's opportunities for free use of creative resources
- the use of mathematics in the daily routines.

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

At the last inspection the pre-school was set three key issues for improvement; generally good progress has been made in meeting these.

1 Review the programme and ensure that enough emphasis is put on children's own exploratory and individual work and experiences, e.g. in exploring and thinking how and why things happen as they do, and in creating their own individual constructions and pictures.

At this inspection it was noted that children have planted seeds and watched them grow and have examined whether objects float or sink. They have good opportunities to use construction toys, but have limited opportunities to use creative resources freely.

2 Check the approach to writing gives all children especially three-year-olds a good basis in understanding its purpose. e.g. through writing in a number of context and adults explicitly modelling the use of writing. Children have good opportunities to write in their play, for example they have a notebook with the Japanese tea set and menu. Staff scribe for the children in their different daily activities, such as labelling work or in the children's 'busy books'.

3 Use the good assessment information to ensure that children are given tasks at an appropriate level, and check that parents and carers are aware of records kept and their opportunities to contribute. The assessment system in place is used very well. Staff plan appropriately for all children, they use the assessments they make to inform planning and help children move on to the next step in their learning. Parents are very well informed about the records kept on their children, and regularly have the opportunity to contribute to these.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

The children arrive confidently and are ready to learn. They relate well to others in the group and enjoy the activities offered at pre-school. They like being the helper and helping to complete the weather board or to ring the bell for tidy up time. They are learning to have personal independence, for example, they pour their own drinks at snack time. They are learning very well to respect and consider others, but they sometimes behave inappropriately if not well occupied.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children enjoy using the comfortable book corner and understand how to use books. They talk to others freely with confidence and use words well to express their ideas. They can recognise their names and other words, and older more able children can write their own names and different letters and words well. They use notepads in their play and have many opportunities to write, draw and make marks. Some children are learning to link sounds to letters.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

The children recognise and count numbers to ten well. They enjoy using number rhymes and songs. They are beginning to understand the concepts of addition and subtraction, but do not have enough practical opportunities in the daily routines to help them develop these skills. The pre-school provides children with a good range of resources such as puzzles, beads and shape sorters for children to compare size, shapes and position.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Visitors into the setting, such as the fire service, a lollypop lady and a midwife help the children to learn about their environment and their own lives. They plant seeds in the garden and observe the plants grow. They have the opportunity to cook and look at the changes that happen then. Children have some opportunities to use a computer and other programmable toys. They are learning very well about different cultures and beliefs and use good resources that promote equal opportunities.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

When in the interesting new garden children have many opportunities to run, climb and balance. They use wheeled toys such as bikes with good control and co-ordination, and can climb with confidence. Staff help children learn a sense of space with the parachute or in activities such as the obstacle course. Under adult direction children use a range of different tools and materials that help develop their large and small muscle control, such as scissors, sand and spades.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children use a good range of musical instruments and are able to express their ideas using music, dance and movement very well, they can sing songs from memory. Children develop their imaginations using role play, dressing up, the home corner and small world resources. They enjoy being firemen and using hosepipe as fire hoses. They are offered different activities to explore media and materials, but their opportunities to use creative resources without adult direction are quite limited.

**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**

- improve the organisation of the daily routines to ensure children are not left unoccupied or waiting for the next activity for unnecessary lengths of time
- ensure children have enough opportunities to use the creative resources without adult direction or intervention
- use practical activities in the daily routine to encourage children to calculate and solve simple problems

*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.*