



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 226893

DfES Number: 539658

### INSPECTION DETAILS

Inspection Date 24/05/2004  
Inspector Name Kerry Durkin

### SETTING DETAILS

Day Care Type Creche Day Care, Sessional Day Care  
Setting Name Home Farm Playgroup  
Setting Address Home Farm Neighbourhood Centre  
Home Farm Close  
Leicester  
Leicestershire  
LE4 0SU

### REGISTERED PROVIDER DETAILS

Name Irene Ward (Manager)

### ORGANISATION DETAILS

Name Irene Ward (Manager)  
Address Home Farm Neighbourhood Centre  
Home Farm Close, Beaumont Leys  
Leicester  
Leicestershire  
LE4 0SU

## 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

Home Farm Playgroup and Crèche opened in 1989. It operates from a grade II listed building owned by the Local Authority situated in the Beaumont Leys area of Leicester. It serves the local community and surrounding areas.

There are currently 29 children on roll in the playgroup. This includes 15 funded three-year-olds and three funded-four-year-olds. The setting supports four children with special needs and three children who speak English as an additional language. The crèche currently has nine children on roll.

The playgroup opens five mornings a week all year round sessions are from 09:30 until 12:00. The crèche opens Monday, Wednesday and Thursday afternoon sessions are from 13:00 until 15:00. Children attend a variety of sessions.

Four full time staff work with the children. All the staff have appropriate early years qualifications. The setting receives support from a teacher/mentor from the Leicester City Early Years Development and Childcare Partnership. The playgroup are a member of the Pre-School Learning Alliance.

### How good is the Day Care?

Home Farm playgroup provides good quality childcare. Staff work well as a team and are actively involved in developing and improving their practice. Staff have good opportunities to attend relevant training supported by committed management. Staff make effective use of time and organise and provide a stimulating and orderly environment where children are confident and happy. Clear policies and procedures are in place although some specific procedures lack necessary details.

Staff prioritise children's safety, supervision and security and there is a comprehensive risk assessment in place. Staff effectively promote children's health and hygiene. Children practice good hygiene routines and they know when and why to wash their hands. Staff are aware of children's individual needs and good records are in place. There are effective arrangements in place to support the inclusion of

children with identified special needs. Equal opportunities is promoted well and staff ensure all children are included in the playgroup activities although, sometimes this is not always effective.

A good balance of well-presented and interesting activities helps to support children's learning and development. Staff effectively support children in their play, they help them to develop their thinking and listening skills and promote their confidence and self esteem. A calm and orderly environment together with clear consistent boundaries for behaviour helps children to learn to be considerate and kind to others.

The playgroup provides a warm and welcoming environment for parents and carers, the parent rota together with well written information and effective use of displays ensures that parents are well informed about the provision.

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

At the last inspection the playgroup were asked to appoint a Person in Charge and submit the necessary documentation. This has now been completed and all relevant checks have been carried out. This ensures that the children are cared for by appropriate and suitably qualified staff. Written permission from parents is now in place to administer medication and seek emergency medical advice or treatment ensuring correct procedures are followed and parents requests are carried out.

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

- Staff have good relationships with children they actively promote children's self esteem and encourage their confidence by promoting and developing their independence skills.
- Staff are involved in a continuing training programme and are committed to continual improvement and development.
- Staff spend time listening and talking to children they value their contribution to group discussions and treat children with care and respect.

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

- the complaints procedure to ensure it includes the contact address and telephone number of the regulator
- the child protection policy with regard to the inclusion of procedures to follow in the event of an allegation being made against a member of staff.

#### **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
12	ensure the complaints procedure includes the address and telephone number of the regulator and is available to parents.
13	ensure the child protection statement includes clear procedures to follow in the event of an allegation being made against a member of staff

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

### How effective is the nursery education?

Home Farm Playgroup provides good quality nursery education overall where children develop a positive approach to learning. Children make generally good progress towards the early learning goals in the six areas of learning. Provision for mathematical development is well planned and they make very good progress in this area.

The quality of teaching is generally good. Staff have good relationships with children enabling them to feel secure and confident in their surroundings. Staff plan a balanced variety of purposeful activities along with clear explanations of what children will be doing. However, sometimes the organisation of sessions does not always meet the needs of all children or sufficiently challenge older or more able children. Good use of observations enable staff to monitor children's individual learning needs and help them plan and develop activities to support children's progress. Staff give good support to children with special educational needs and they are actively encouraged to take part in all activities. Staff skilfully extend children's language, they ask questions to encourage communication skills.

The leadership and management of the playgroup is generally good. Staff's involvement in a continuing training programme together with regular staff meetings effectively promotes professional development. There are good policies and procedures in place which contribute to the organisation of the playgroup. There are systems in place to monitor and evaluate the educational programme however these are not yet sufficiently effective to evaluate the quality of teaching.

The partnership with parents and carers is generally good. Good information is given to parents and there are systems in place to inform parents about the provision. Parents are actively involved in the playgroup through participation in the parent rota. They have yet to be fully involved in the assessment process and in their children's learning.

### What is being done well?

- Children's mathematical skills are promoted very effectively through a range of purposeful and practical activities.
- Staff's skilful questioning techniques. They encourage and help children to further develop their language and thinking. Staff listen to children and value their contribution at discussion time.
- The good systems to support staff's training and developmental needs. Staff are committed to continuing professional development.

### What needs to be improved?

- the partnership with parents and carers to ensure more involvement in the assessment process and their children's learning
- the organisation of some sessions to ensure all children are sufficiently challenged and all children are included
- the opportunities for children to develop their own creative independent ideas.

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

Generally good progress has been made since the last inspection. The staff have introduced a number of effective measures to improve the partnership with parents and carers and ensure parents are better informed. Parents now participate in a parent rota, receive more detailed information regarding the early learning goals, and share assessment records. A registration room is available where parents can informally discuss their children's progress. However they are not yet fully included in the assessment process or able to contribute effectively to their children's learning.

The links between the special needs statement and the assessment records are now more clearly identified. The playgroup has a trained special educational needs coordinator who works closely with other professionals. As a result individual educational plans for children with special educational needs are more clearly linked to aspects of the early learning goals.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Staff effectively encourage children's independence skills. Children choose activities and select resources for themselves and learn about self care such as dressing and washing hands. Children are confident and motivated to participate in activities although older or more able children are not always sufficiently challenged. Children behave well. Staff encourage children to learn, to take turns, share and be considerate of others.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Staff encourage children's speaking and listening skills. Children have many opportunities to talk and be engaged in purposeful conversations. Children enjoy listening to stories they handle books with confidence and know written words have meaning they notice words displayed around the room on signs and captions. Children recognise their own names and have opportunities to write in role play, however they have less opportunities to practice mark making in purposeful activities.

### MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children have good opportunities to count during well thought out practical play activities and role play. Children understand number through daily activities such as working out how many children there are or what the date is. They learn about weight and capacity when estimating how many scoops of sand fit in the bucket. Children solve problems of shape and size as they complete puzzles and construct with blocks.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children investigate living things as they look at the life cycle of frogs and butterflies. However, they have less opportunities to find out about the natural world or to visit their local environment. Children regularly design and construct they make models from recycled materials and construction kits. They are introduced to change when using corn flour, and melting ice. Children are confident when using equipment such as tills, calculators, keyboards and programmable toys.

<b>PHYSICAL DEVELOPMENT</b>	
Judgement:	Generally Good
Children move with increasing control and negotiate space well as they move around the room. They develop their skills for catching and throwing in planned activities although they have less opportunities to practice their climbing and balancing skills or have regular use of the outside play area. Children are taught to handle and use small equipment they are confident in handling scissors and using pencils and paintbrushes with increasing control and coordination.	

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Generally Good
Children enjoy listening to music and sing to a range of songs. Staff support children as they act out simple stories and use their imagination in different role play scenarios. Children experiment with colour and take part in food tasting activities. They have opportunities to draw freely and apply paint in different ways however, they are less able to spontaneously make their own creative designs or select their own resources and materials.	

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

- devise and implement methods to encourage parents and carers participation in the assessment process and their children's learning
- review the organisation of some sessions to ensure that all children are included and involved and that older and more able children are sufficiently challenged
- provide more opportunities and resources to enable children to be independent in their creative ideas.

*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.*