



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 101515

DfES Number: 513361

### INSPECTION DETAILS

Inspection Date 07/05/2004  
Inspector Name Angela Cole

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Hillview Community Playgroup (Cheltenham)  
Setting Address Hulbert Crescent  
Caernarvon Road, Up Hatherley,  
Cheltenham  
Gloucestershire  
GL51 5JD

### REGISTERED PROVIDER DETAILS

Name Hillview Community Playgroup (Cheltenham) 1029325

### ORGANISATION DETAILS

Name Hillview Community Playgroup (Cheltenham)  
Address Hulbert Crescent  
Caernarvon Road, Up Hatherley  
Cheltenham  
GL51 5JD

## 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

Hillview Playgroup is a community playgroup managed by a voluntary committee of parents. It has been open since 1990 and meets in a community centre in a suburb of Cheltenham. A library is housed within the centre and a health centre is nearby. The area is urban and families from the local area, where there is a large amount of new housing, use the playgroup. The group shares the accommodation with other groups from the community and experiences restrictions caused by limited storage and the prohibition of certain activities. The indoor accommodation is wheelchair friendly and consists of a spacious hall, with access to a kitchen. There is an adjacent, outside play area with a brick surface.

The playgroup operates during school term-time only. It is open Monday, Tuesday and Thursday from 09.30 until 12.00. On Friday the setting runs from 09.00 to 11.30 and 12.30 to 15.00 for pre-school children. There are 31 children currently attending, of whom 13 are funded three-year-olds and nine are funded four-year-olds. Two of the funded children have special educational needs. None are learning English as an additional language.

Four part-time staff work with the children, three with qualifications in childcare and education. The playgroup receives support from teacher advisers from the Early Years Development and Childcare partnership.

### How good is the Day Care?

Hillview Community Playgroup provides satisfactory quality care for children. Staff are well qualified and have good experience of childcare. Most documents required for the efficient management of the group are maintained. The operational plan is sufficiently workable in practice. The adult-child ratio is always met, though staff are stretched to closely supervise the large hall. As premises are shared, children are always escorted to the toilets. Display space is limited but no children's work is regularly shown. Adequate amounts of furniture are set out and children have free access to a limited rota of activities. They select writing materials though have little choice, for example, of construction toys. Sufficient toys and materials show positive

images of culture and disability.

Staff are most vigilant about children's safety and have effective knowledge of child protection. For large group play outdoors, the area is cordoned off with chairs. Staff always use the door alarm, although children can leave through open windows. Written risk assessment is completed, but not for outside or the windows. Children learn good hygiene, for example through regular hand washing. All staff have first aid training but parents are not asked for permission to seek emergency treatment. Staff are well aware of children's dietary needs and offer nutritious snacks.

The provision for children's individual care, learning and play needs is generally good. Staff are attentive and play with them, talking and listening for much of the time. Children concentrate on chosen free play activities, though some challenging behaviour is shown. Children progress in all areas of development, including those with special needs.

In practice, there is a very good relationship with parents. Carers accurately complete the register sheet, though are not given the regulator's contact details. Information is always kept confidential and parents are well informed about the group and their child.

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

This is not applicable as no actions were set after the last inspection.

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

- The premises are clean, well maintained and kept at an appropriate temperature.
- The playgroup owns a wide range of high quality toys and activities for the children.
- Staff regularly observe and record what children do in order to help them plan the next steps for their play and learning.
- Those who have accidents, require first aid or who become ill, are well cared for.
- There is a very good partnership with parents to meet the needs of children and much information is shared.

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

- the welcome for families through display of children's work
- the procedures for seeking parents' permission for emergency medical advice or treatment
- the security of the premises and assessment of risk, both indoors and outdoors

- the management of children's behaviour during free play time
- information for parents regarding contact details of the regulator in case of any complaint.

### 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
12	Provide details of the regulator in the complaints procedure
4	Make the premises welcoming by displaying children's work.
7	Request written permission from parents for seeking emergency medical advice or treatment.
11	Develop staff's awareness and understanding of effective ways to manage children's behaviour, taking into account their age and stage of development.
6	Make sure that premises are secure and that children are unable to leave them unsupervised and extend the risk assessment to include the windows and the outdoor area, identifying actions to be taken to minimize risks

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

### How effective is the nursery education?

Hillview Community playgroup provides good quality nursery education overall. Children are making generally good progress towards the early learning goals (elgs).

Teaching is generally good. Staff have secure knowledge of the elgs. They are working towards increasing their use of the stepping stones in detailed planning. A variety of topics is planned ensuring a balance over the year. Children's responses are regularly noted and key members of staff use these to help plan activities so children progress. Some good methods are used to teach both the three and four-year-olds. For example, much learning arises through a range of small group and free play activities. Teaching is often based on the child's interests. Some aspects of learning in literacy and mathematics are not introduced or reinforced through play or meaningful experiences. For example, children are not sufficiently challenged through sustained role-play or open questions based on their play. The management of the children is usually effective and staff interact warmly with the children, especially at circle times and small group activities. However, some incidents of challenging behaviour go un-noticed and time is spent in aimless running. Frequent changes, and lack of choice, of resources do not sustain quality play. Children with special needs receive effective support and are well included in the activities.

The leadership and management of staff are generally good. Staff work very much as a team, planning together and sharing responsibilities. They attend local liaison meetings with other settings and are committed to further training.

The partnership with parents is very good. Families receive interesting information about the group and its educational provision. There are very good opportunities to share the child's progress through daily chats and termly appointments. Parents are highly involved in the children's learning through management and day-to-day help in running the playgroup.

### What is being done well?

- Children settle confidently and talk freely about their homes and interests. They usually play well together, sharing toys and exchanging ideas.
- Children listen well to stories. They use clear language to describe their experiences and share their enjoyment of books.
- There is effective use of numbers to count in both play and routines. Good emphasis is given to sorting and the recognition of patterns in play activities.
- Large physical equipment is available to children throughout the long free play sessions and is used well to stimulate their learning in other areas, such as turn taking and counting.

- Planning includes detailed consideration of the early learning goals and the regular use of the wide range of high quality toys and equipment available.
- Parents are strongly encouraged to continue their child's learning outside playgroup using attractive 'activity at home' sheets with interesting information about the group's topics.

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

- children's concentration and involvement through support for sustained role-play and encouragement of their own ideas for movement to music
- all children's acceptance, with support, of the needs of others and an awareness of the behavioural expectations within the playgroup
- support for children to learn through practical activities, to distinguish sounds and initial sounds of words and to 'write' for a purpose, such as naming their own craft work
- the encouragement for children to recognise numbers around them and to gain practical understanding of position and size
- the provision and use of resources to give a wider choice, for example, of construction and small physical equipment, and to encourage individual children to explore items displayed.

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

Staff have made very good progress in implementing the action plan developed in response to a point of consideration in the previous inspection. Staff have addressed the weakness in the quality of teaching by reconsidering the amount of time spent on adult-directed activities. The routine now includes a long time of free play, sufficient for the children to choose their own activities. This improvement has had a positive impact on children's learning.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children develop good self esteem and openly share their feelings. They concentrate well on some chosen activities, though at times are not fully involved. They have warm relationships with adults, play together and are learning to share and take turns at games. Children are generally well behaved, although some challenging behaviour goes unobserved. They work independently but do not have access to a wide range of resources. Good personal independence is developed, especially at snack-time.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children naturally use clear language in conversation and to share their ideas, for example about 'flying on a magic carpet'. They learn sounds of letters through 'show and tell' objects but do not regularly distinguish sounds or learn about letter sounds in play. Children enjoy books and listening to stories, and confidently recognise their names. They are keen to draw and paint. However, they do not often use writing for a specific purpose in their play, such as naming their craft work.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children often say number names and enjoy counting trampoline jumps to ten and beyond. They count food at snack-time and spontaneously work out how many umbrellas are displayed. Children see numbers written for them but many are not recognised. They use words such as 'same' to compare two numbers and enjoy taking one away in number songs with finger puppets. Shapes, such as circles, are met in regular topics, though children do not learn a variety of positions and sizes through play activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children regularly investigate some materials, such as rice and water. They explore interesting topic objects altogether but not as individuals. They enjoy designing models though do not have a choice of construction equipment. Children are given good first-hand opportunities to find out about their environment through visits from 'People who help us', nature walks and visits to the library. Good emphasis is given to family days and world festivals explored through foods, cards and role-play.

### **PHYSICAL DEVELOPMENT**

Judgement: Generally Good

Children learn to move with confidence on large equipment available for the whole session, including a trampoline or climbing frame. There are few, regular opportunities to learn skills using small physical equipment. Children move imaginatively to music, though usually follow the adult's ideas. They have a good awareness of space and take care of others as they move about. Good skills are developed using a wide range of small tools, for example, when cutting, gluing and pouring.

### **CREATIVE DEVELOPMENT**

Judgement: Generally Good

Children enjoy exploring colour and texture, for example in finger painting, collage, planting seeds and mixing playdough. They work in both two and three dimensions producing varied, imaginative artwork and models, including 'vegetable people'. They eagerly explore a new imaginative area for each session, such as a 'school', but are not involved in sustained, role-play. Children are limited in creating their own movements to music, though enthusiastically sing and action many well-known songs.

**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**

- enable children to learn more aspects through practical activities. For literacy, support children's play to distinguish sounds and initial sounds of words as is appropriate, and 'write' for a purpose such as naming their own work products. In mathematics, encourage children to recognise numbers around them and gain practical understanding of position and size.
- extend children's concentration and involvement through support for in-depth role-play and children's own responses to music through movement
- consider the provision of resources so there is a wider choice of materials, for example, of construction and small physical play equipment, and encouragement for individuals to explore interesting items displayed.

*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.*