



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 107027

DfES Number: 530362

### INSPECTION DETAILS

Inspection Date	21/06/2004
Inspector Name	Deborah Jane Starr

### SETTING DETAILS

Day Care Type	Full Day Care, Sessional Day Care, Creche Day Care
Setting Name	Parkway Parent & Child Project
Setting Address	Parkway Methodist Church, Conduit Place St Werburghs Bristol Avon BS2 9RU

### REGISTERED PROVIDER DETAILS

Name	Parkway Parent & Child Project 1041270
------	--

### ORGANISATION DETAILS

Name	Parkway Parent & Child Project
Address	Parkway Methodist Church, Conduit Place St Werburghs Bristol Avon BS2 9RU

## 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

Parkway Parent & Child Project was registered in 1992. The project operates from Parkway Methodist Church in St Werburghs in the central inner city area of Bristol. The project offers a wide range of community services to children and their families, including full day care and a crèche. The project is run by a parent led management committee in conjunction with a project manager.

The project offers care 09.30 to 12.00 Monday to Friday with an optional extension for lunch until 13:30 Monday to Friday term time only. The crèche offers care 09.45 to 12.15 Tuesday, Thursday and Friday term time only. Children attend from the local surrounding areas.

There are currently 37 children on roll for the crèche and 38 children on roll for day care, of whom there are 14 three year olds and 1 four year old who are in receipt of funding. The project provides care for children with special educational needs and for whom English is an additional language.

There are 20 members of staff overall, 17 of whom work directly with the children, three of whom hold teaching qualifications and five of whom hold a level 3 qualification. There are nine unqualified staff members.

The project works closely with the Early Years Childcare Partnership and inclusion service for children with special needs.

### How good is the Day Care?

Parkway Parent and Child Project provides satisfactory care for children. The committee and management team give good support to the committed staff group to develop their skills and knowledge through the funding of on-going training. Staff work well as a team, they are a stable highly qualified group who have a sound knowledge of policies and procedures and this is reflected in most areas of their practice. The lay out of the play areas are inviting to children and stimulates their

interest, children have easy access to a wide range of toys and equipment.

Staff are committed to creating a safe and caring environment, a formal review of safety issues is in place, however the supervision of children is at times inconsistent. Staff promote good health and hygiene practices through hand washing at appropriate times and the provision of a healthy snack. Staff work sensitively and effectively with children to meet their individual needs liaising closely with parents and other agencies.

The experienced staff teams have a good knowledge of children's development and know how children learn. Children take part in a wide range of activities which they enjoy and interest them. Staff use resources and equipment well to promote and support children's learning. Staff plan interesting activities which increase children's awareness of their diverse local community and other cultures. Staff develop positive relationships with the children and most children know what is expected of them, however strategies to promote positive behaviour are not always effective.

Parents are provided with clear information about all aspects of the project through a brochure and regular newsletters. Staff work closely with parents to ensure children are settled and progress in their development, parents are actively involved with their children's learning. Parents feel welcomed into the group and find staff approachable and caring. Some aspects of record keeping lack some detail.

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

At the last inspection the project was asked to devise and implement an uncollected and lost child policy. These policies are now in place and parents are fully informed of the procedures to be followed to safe guard children's welfare.

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

- There is a highly qualified and experienced staff group who are committed to developing their skills and knowledge through on-going training.
- Staff offer an interesting range of activities which stimulate children. Staff build upon the interests of children and use visits within the local community and a wide range of resources to effectively extend their learning.
- The care for children with special needs is excellent. Staff work sensitively and effectively with children to meet their individual needs and work closely with parents and other agencies to support children's progress.
- Staff build positive relationships and work closely with parents who find them approachable and caring. Parents are provided with clear information about all aspects of the project and are given good opportunities to be actively involved with their child's learning and care.

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

- records of attendance record the times of arrival and departure of children

and visitors

- staff's vigilance in ensuring the safety of children at all times
- strategies used to promote positive behaviour are consistent, particularly at large group times.

### 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
2	Ensure that the records of attendance record the times of arrival and departure of children and visitors.
6	Ensure that staff are vigilant in ensuring the safety of children at all times.
11	Ensure that strategies used to promote positive behaviour are consistent, particularly at large group times.

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

### **How effective is the nursery education?**

Parkway Parent and Child Project provides good quality nursery education overall. Children are making generally good progress towards the early learning goals.

The quality of teaching is generally good with particular strengths in some areas. Staff use good questioning techniques to encourage children to develop their own thoughts and ideas and they use resources well to promote and support children's learning. Staff offer an interesting range of activities which stimulate children and help them progress. Planning however does not identify how all the six areas of learning are given sufficient emphasis and assessments of children's progress are not linked to the stepping stones. Therefore some activities offer either too much challenge for three year olds or insufficient challenge for four year olds. Children's behaviour is generally good. Support for children with special educational needs is excellent. Staff work closely with parents and a wide range of support agencies to ensure inclusion and support for their child's learning.

The leadership and management is generally good. The committee and management team work well together to provide strong leadership and clear direction. They are committed to supporting staff to extend their skills and knowledge through on-going training. However current systems in place for the group to assess their strengths and weaknesses are limited. The group are committed to their improvement of care and education for all children.

The partnership with parents is generally good. Parents receive good quality information about the group, its policies and initial information about the Foundation Stage. However parents have limited understanding of the Foundation Stage and how it is implemented. Parents are given regular feedback on how their child is progressing overall. Parents give strong support for the group, there are good opportunities for parents to be actively involved with their children's learning.

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

- Children are making very good progress in several areas of learning; communication language and literacy, physical and creative development.
- Staff are enthusiastic and use good questioning techniques to develop children's language through the expression of their thoughts and ideas.
- The support for children with special educational needs is excellent. Staff work closely with parents and other professionals to ensure that children are making progress in their learning.
- Children are gaining a great sense of community. The group is given strong support from parents and the local community in terms of time and resources and staff have a flexible approach so that activities reflect the interests of the

children.

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

- children's records of assessment so that they are clearly linked to the areas of learning and stepping stones and identify the next stage in children's learning
- planning so that all six areas of learning are given sufficient emphasis in particular, personal social and emotional development, mathematical development and knowledge and understanding of the world
- opportunities for parents to be better informed about the foundation stage curriculum
- organisation of large group times so that children of all ages are given appropriate challenges.

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

Parkway Parent and Child Project has made generally good progress since the last inspection. Parents have generally good opportunities to be informed about the nursery education provision for their children. They are given initial information about the foundation stage curriculum and have access to notices which inform them as to how activities promote the six areas of learning. Parents are encouraged to be involved with their children's learning.

The system of planning continues to evolve, children have regular opportunities to record number and to recognise letters and link sounds however planning does not yet ensure that all areas of learning are given sufficient emphasis.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children are settled and confident. They are interested to try new activities and are developing their concentration skills. They are gaining confidence in choosing activities and are starting to express their feelings. They share take turns and more able children work co-operatively together during tidy up time and with play doh. Children relate well to each other and adults however their behaviour can be disruptive at large group times. Children are gaining independence in their self care.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
------------	-----------

Children enjoy listening to stories and singing songs, their language is extended at every opportunity. Children talk about what they are making and doing. They enjoy looking at books, know print has meaning and some can recognise their name. They share stories together and are starting to use books for reference such as butterflies. Children are giving meaning to their marks and are attempting writing, they are starting to use this skill for a variety of purposes such as writing letters.

### MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Most children count confidently up to nine and some beyond. More able children correctly relate small groups of objects to number. They are gaining confidence in comparing numbers though singing number rhymes however there are limited opportunities to extend this through using everyday activities. Children use language to describe size and position, their recognition of shape is developing well and they are able to relate this to everyday objects. Children are learning to solve simple problems.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
------------	----------------

Children are aware of the effects of growth and change through interesting activities such as growing seeds and melting ice balloons. Children are gaining a sense of time and confidently talk about past events in their lives such as visits to the park. Children's understanding of their local community and the wider world are developing through well planned activities such as visits to local shops, museums, music and transport. Children are not gaining the skills to complete simple programmes.

### **PHYSICAL DEVELOPMENT**

Judgement: Very Good

Children are gaining increasing control of their bodies and move confidently and safely in different ways, such as hopping, balance and when manoeuvring cars and trikes. Children are learning how to keep themselves healthy and what happens to their bodies when active by feeling their heart beat. They are developing the skills to use a wide range of toys and equipment effectively and safely such as scissors and how to mould soft materials to create an effect such as twisting tie dye shirts.

### **CREATIVE DEVELOPMENT**

Judgement: Very Good

Children are learning to use a wide range of materials and varying techniques to explore texture and colour when creating models and collages in 2 and 3D effect, such as sensory weave and tie dye shirts. They enjoy music and experience different rhythms through singing songs, using instruments and moving to a wide variety of world music. Children freely express themselves imaginatively through their paintings, model making and role play and are starting to use their senses of touch and smell.

**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**

- develop children's records of assessment so that they are clearly linked to the areas of learning and stepping stones and identify the next stage in children's learning
- develop planning so that all six areas of learning are given sufficient emphasis in particular personal, social and emotional development, mathematical development and knowledge and understanding of the world
- increase opportunities for parents to be better informed about the foundation stage curriculum.

*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.*