



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 122756

DfES Number: 581261

### INSPECTION DETAILS

Inspection Date 02/07/2003  
Inspector Name Alison Joan Wadley

### SETTING DETAILS

Day Care Type Sessional Day Care, Full Day Care  
Setting Name Barbican Playgroup  
Setting Address Level 01 and 02, Andrewes House  
Barbican  
London  
EC2Y 8AX

### REGISTERED PROVIDER DETAILS

Name Ms Polly Newport

## 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

The Barbican Playgroup was officially established in 1975. It is owned and managed by a parent voluntary committee, who's primary function is to develop and implement group policies and procedures. The accommodation is a one storey building situated in a private residential housing estate, overlooking the Barbican lakeside. There are two group rooms, kitchenette, toilet and wash facilities. Access to the upper level is via an external staircase. There are three members of staff who are all suitably qualified and experienced to provide care and education for up to 28 children. Most children are received from the local community. The service is open :Monday and Friday, 09:30 a.m. to 12:30 p.m. and Tuesdays to Thursdays 09:30 a.m. to 3:00 p.m. term time only. At present some of the older children are in receipt of funding, none of whom have identified special educational needs or speak English as a second language. An educational program of activities, showing regard for the Foundation Stage of Learning is available to the children and strong links with the local primary school is maintained to support children's progression into reception.

### How good is the Day Care?

Barbican playgroup provides satisfactory care for children.

The staff are well qualified and experienced and this has a positive impact on children's development. Behaviour is well managed. There is a stimulating environment provided which gives the children a positive sense of community and this supports the group's equal opportunities policy.

Children respond enthusiastically to the activities provided. Staff interact well to support children's social development and enjoyment of the group. The playgroup is well resourced. Staff organise the environment well to ensure children's safety although in some areas policies and records lack detail or need to be developed.

Staff develop a valuable and effective partnership with parents both informally through community links and on a regular basis to discuss their child's progress. This ensures children settle well and receive continuity of care from home to the

playgroup

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

N/A- there were no recommendations at the last inspection.

**What is being done well?**

- The staff plan activities well based on a good knowledge of what children like to do and their stage of development. Clearing-up routines are used as learning events for example counting and sorting.
- Behaviour is well managed with staff using particularly good methods of distraction to engage children's positive response during activities
- An effective partnership with parents ensures children settle well and receive continuity of care

**What needs to be improved?**

- documentation to ensure there is an accurate register of children at all times [standard 2];
- children's safety, by identifying risks and safety procedures when taking children on outings, with particular regard to using the bridge to access the garden [standard 6];
- documentation to ensure staff are clear on who to contact and what to record in the event of concerns about children [Standard 13];

**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
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4	Devise and carry out risk assessments to ensure children's safety on outings.
13	ensure that staff know the procedure for keeping records and recording concerns and these are in line with local Area Child Protection Committee (ACPC] .
14	ensure the attendance register of the children is up to date and accurate at all times.

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

### How effective is the nursery education?

The children at Barbican Playgroup are making generally good progress with some very good aspects in the six learning areas.

The leadership and management of the playgroup is good overall in most areas of evaluating and improving on the service. The manager demonstrates experience and commitment to the children in her care. This is reflected well in staff's attention to what children say and do and by children's enthusiastic response during the sessions.

The quality of teaching is generally good with some very good aspects. Staff support children's learning well, providing methods which allow a generally good balance of free play and structured sessions. Staff cater well for the 3 year olds need to explore and gently guide older four year olds in preparation for school. They have very good knowledge of six areas overall and involve children individually and in groups. Teaching at its best encourages decision making and offers appropriate questioning to support learning through play. Planning is generally good and covers the six areas. However there are limited opportunities for children to write for a variety of purposes e.g. make lists, write simple instructions and stories and to develop fully their awareness of space within the building . Information is gained from observing the children and used appropriately to support individuals. This includes those who may have been identified as having special educational needs or for whom English is an additional language.

The partnership with parents and carers is very good, actively involving them in day to day activities and the management of the group. This has a positive impact on children's increasing confidence and learning potential.

### What is being done well?

- A strong leadership and management of the playgroup supports the operational plan and children's learning as a result.
- Strong links with the local community supports children's identity and recognition of similarities and difference.
- Regular and integrated practical activities allows children to consolidate their ideas in mathematics.

### What needs to be improved?

- children's development of writing skills in everyday activities.
- children's development of large physical skills.

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

Progress since the last inspection has been generally good. Parents are now furnished with information about the foundation stage areas and the strong informal contact strengthens the continuity of care.

Staff actively encourage children to think about what they are doing and actively encourage discussions relating to their own or others experiences as a result the children present as articulate and thoughtful in their surroundings.

Structured times are flexible but often dependant on space available and time constraints.

The children now benefit from working within an environment which is culturally diverse and respectful of difference.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children's progress in personal, social and emotional development is very good. The children present as increasingly articulate, self assured and independent. Although lively, the children's behaviour is good and children are equipped with the skills to negotiate their needs with each other. They concentrate and persevere within an environment which recognises and celebrates similarities and difference.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children's progress in communication, language and literacy is generally good overall. The children listen well and respond with enthusiasm to stories and discussions put forward by staff. They use and enjoy books and often attempt to scribe and draw about their experiences with staff on hand to help the younger 3 year olds. However children could be offered more opportunity to write for a variety of purposes e.g. make lists, write simple instructions and stories.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children's progress in mathematics is very good and flows through all activities. They work with a valuable selection of practical tasks such as weighing dough in the home corner and counting out fruit and chairs at snack time. They regularly count supported by number rhymes and stories and show an increasing ability to solve complex problems.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children's progress in knowledge and understanding of the world is very good and supported by close links with the children's local community and its people. The children are involved in a valuable selection of excursions, for example to local sky scrapers and often talk with the local policeman. They draw, build models and regularly discuss their experiences through regular well thought out activities and themed work.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children's progress in physical development is generally good. Children have very good opportunities to develop small muscle skills and the children show increasing confidence manipulating materials and using tools. They learn about healthy foods and are encouraged to develop good hygiene. Children have some good opportunities to use the separate estate garden area, however there are too few opportunities for children to develop a sense of space and move with increasing confidence.

## **CREATIVE DEVELOPMENT**

Judgement: Very Good

Children's progress in creative development is very good. Priority is given to musical and sensory awareness helped by the groups close proximity to the Guildhall and London orchestras. They demonstrate an increasingly developed imagination and the role play area is well attended. Children work enthusiastically with a range of media and respond well to painting, art and craft activities.

**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 more opportunities for children to develop: their awareness of space; skills in climbing and balancing, and use of writing for a variety of purposes in everyday activities.

*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.*