



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 221869

DfES Number: 581391

### INSPECTION DETAILS

Inspection Date 22/11/2004  
Inspector Name Lorraine Hunt

### SETTING DETAILS

Day Care Type Sessional Day Care, Full Day Care  
Setting Name Folksworth Under Fives  
Setting Address The Village Hall  
Elm Road  
Folksworth  
Peterborough  
PE7 3SU

### REGISTERED PROVIDER DETAILS

Name The Committee of Folksworth Under Fives Committee 1013835

### ORGANISATION DETAILS

Name Folksworth Under Fives Committee  
Address The Village Hall  
Elm Road  
Folksworth  
Peterborough  
PE7 3SU

## 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

Folksworth Under Fives opened in 1979. It operates from the village hall in Folksworth, a small village located approximately 8 miles from Peterborough. A maximum of 24 children may attend the group at any one time. The setting is open 4 days a week (not Tuesdays) from 09.00 to 11.30 during term times. An additional afternoon session is run for rising fives in the spring and summer terms. The group use the adjoining secure enclosed car park for outdoor play and the nearby play park on occasions.

There are currently 14 children aged from two and a half to five years on roll. Of these 12 receive funding for nursery education. The group serves Folksworth and other villages within a 10 mile radius. It currently supports a small number of children with special needs and is able to support children who speak English as an additional language, but has none currently attending.

The group employs 3 staff, one of whom is a one-to-one assistant. The leader has just completed a level 3 early years qualification and the other member of staff is working towards a level 2 qualification. The setting receives support from the Early years Development and Childcare Partnership (EYDCP).

### How good is the Day Care?

Folksworth Under Fives provides good quality care for children.

A warm and welcoming environment is provided for parents, carers and children. The premises are safe, clean and decorated with colourful displays and posters. Children have access to a broad range of interesting, age-appropriate activities which ensures that they are busy and active throughout the session. Resources support these, although children are unable to choose or access any for themselves. The group uses the secure car park area at the back of the building, whenever weather permits, to provide children with opportunities to meet physical challenges and promote their physical development.

Documentation mostly supports the successful management of the group and records help staff to meet children's individual needs and protect children. The group has identified staff training and the review of policies as key issues to address in their development plan.

The small staff team work well together, they are aware of the individual needs of the children and work alongside them to support their play and learning. The staff are very supportive of children with special needs and this enables them to participate in activities at their own pace. Staff have a good awareness of keeping children safe and encourage children to adopt good hygiene practices. They provide children with a well balanced range of snacks and drinks which helps children learn about healthy eating.

Children respond well to the calm, consistent approach of staff. Praise and encouragement is used effectively to reinforce good behaviour and promote children's confidence and self esteem. Staff and children enjoy good relationships with each other.

The supportive partnership fostered between staff and parents enhances children's sense of belonging and gives them security. Parents are able to take an active role in the running of the setting and have good access to information.

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

At the last inspection the provider agreed to continue to develop the operational plan by including policies on outings, complaints, medication, uncollected children and child protection. Most of these policies are now in place and have recently been updated. The committee and staff have identified the need to revise and update all policies and procedures as a key issue in their own action plan.

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

- Staff create a warm, welcoming and stimulating environment where children feel secure and enjoy a wide range of activities that promote all areas of learning. Sessions are well planned to give children opportunities for free play, outdoor physical play and group times.
- Staff have a good understanding of nutrition. They help children to learn about making healthy choices by encouraging them to eat a balanced and varied range of snacks.
- The size of the group is small and there is a very good adult: child ratio. As a result there are opportunities for children to have one-to-one attention and to work in small groups with an adult to support their learning and consolidate their knowledge and skills.
- Staff have a good awareness of the individual needs of the children and support all children well, including those with special needs who are actively welcomed and involved in the group.

**What needs to be improved?**

- the vetting of all committee members
- opportunities for children to access and choose from resources

**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
1	ensure that all committee members are vetted
5	provide children with opportunities to access and choose from resources

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

### How effective is the nursery education?

The provision for nursery education at Folksworth Under Fives is of good quality overall. Children are making generally good progress towards the early learning goals.

The quality of teaching is generally good. Staff have a working knowledge of the Foundation Stage which enables them to plan and provide a broad range of activities that help children make progress in all areas of learning. However, some opportunities to develop children's learning are not explored. Detailed observations inform children's assessment records and the identification of "next steps", although key activity plans do not currently show how activities will be differentiated to meet the needs of all children.

Staff have good relationships with children, know them well and are interested in what they say and do. Clear boundaries and expectations are set for children and appropriate strategies used to promote positive behaviour. Effective systems are in place to support children with special needs, so that they make progress in the setting.

The leadership and management of the group is generally good. The small staff team work well together and meet weekly to share ideas and information and review planning. The committee is supportive of staff, encourage staff training and a system of staff appraisals is in place. Monitoring and evaluation of the setting has been started with a development plan identifying ICT and staff training as priority issues to address.

Partnership with parents is very good. Staff and parents have positive relationships and parents have a high regard for the staff and the care and education provided. Parents receive clear information about the six areas of learning in the prospectus and are kept up to date with current topics through regular newsletters. Children's progress records are shared with parents each term and most parents are involved in their child's learning through taking a regular turn as a parent helper.

### What is being done well?

- Children are happy, interested in activities and motivated to learn. They are confident to approach adults and initiate or join in discussions.
- The setting works effectively with parents and carers to involve them in their child's learning. There are termly opportunities for parents to take home their child's progress record and contribute what they know about their child's learning. Parents and carers are actively encouraged to be regular parent helpers and are able to discuss their child with staff at any time.
- Staff form good relationships with children and know them well. They are

caring towards them, take time to listen to them and skilfully use open ended questions to help develop children's language and thinking.

- Children negotiate and take turns, share resources and equipment and enjoy helping staff and each other to pack away. They are sensitive and caring towards each other and respect each others needs.

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

- the programme for communication, language and literacy; so that key labelling supports children's recognition of familiar words, children have opportunities to learn about the link between sounds and letters and are encouraged to use the book area for enjoyment and reference
- more frequent opportunities for children to develop their independence, imagination and creativity through accessing and exploring their own chosen textures, materials and tools in art, design, cutting and joining
- opportunities for children to develop an understanding of comparing numbers and calculation involving adding and taking away numbers in practical activities and routines

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

Generally good progress has been made in addressing the key issues from the last inspection. Medium and short term plans are based on stepping stones towards the early learning goals in each of the six areas of learning. However, some clusters, for example calculation in mathematical development are not covered in planning.

Parents now have termly opportunities to look at their children's progress records. They are actively encouraged to add their comments and share what they know about their child's learning. This is now an area of strength.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are happy and settled in the group. They form good relationships with staff and with each other. They negotiate, co-operate, share resources and take turns. They express their needs and views confidently, show care and concern for others and work together to pack away resources at the end of free play time. Children are able to self care but are not encouraged to pour their own drinks at snack time or name their work. Children's behaviour is good.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children's speaking and listening skills are developing well . They ask questions, initiate and sustain conversations with adults and each other and more able children use complex vocabulary. Children are beginning to recognise their own names but there are few opportunities for them to learn about the link between sounds and letters. They are able to choose books to take home but do not spontaneously visit the book corner. Labelling of key objects is limited.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children count confidently to 10 and beyond. They use numbers in their play, for example counting scoops of sand. They sort objects by colour, size and function and are beginning to use mathematical language to describe position, shape and quantity. Practical activities such as construction and modelling enable children to learn about size and shape. Staff miss opportunities to reinforce counting and to introduce concepts such as comparing and combining numbers in routine activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children enjoy talking about past and present events and are developing a sense of self. They have practical opportunities to learn about other cultures and beliefs as they make diva lamps for Diwali and eat noodles with chopsticks to celebrate Chinese New Year. They learn about the natural world through observing changes in their environment, growing cress and handling stick insects. Opportunities to use information and communication technology to support children's learning are limited.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move confidently during outdoor play, showing an awareness of space and demonstrating good co-ordination to avoid collision with others. They use a range of tools and equipment with developing control and purpose in activities such as cutting up fruit for a fruit salad, using hammers and nails to make a wooden model car and painting with brushes and sponge sticks. There are fewer opportunities, however for children to develop and practise cutting skills with scissors.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children have good opportunities to explore and experiment as they print with fruit, leaves, and vegetables and make rubbings of outside surfaces. Imaginative play is well developed by staff and children are learning to communicate their thoughts and feelings through role play and small world play. Children enjoy responding to music. Art and craft activities tend to be adult led and topic related which limits children's opportunities to freely use their imagination and creativity.

**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 the programme for communication, language and literacy, so that key labelling supports children's recognition of familiar words, children have opportunities to learn about the link between sounds and letters and are encouraged to use the book area for enjoyment and reference
- provide more frequent opportunities for children to develop their independence, imagination and creativity through accessing and exploring their own chosen textures, materials and tools in art, design, cutting and joining
- provide opportunities for children to develop an understanding of comparing numbers and calculation involving adding and taking away numbers in practical activities and routines

*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.*