



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 257936

DfES Number: 500873

### INSPECTION DETAILS

Inspection Date 23/11/2004  
Inspector Name Georgina Emily Hobson Matthews

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Grove Playgroup  
Setting Address The Grove House Nursery and Infant Community School  
Littlefields  
Dereham  
Norfolk  
NR19 1BJ

### REGISTERED PROVIDER DETAILS

Name The Committee of Grove Playgroup 1040469

### ORGANISATION DETAILS

Name Grove Playgroup  
Address The Grove House Nursery and Infant Community School  
Littlefields  
Dereham  
Norfolk  
NR19 1BJ

## 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

Grove Playgroup opened in 1982 . It operates from one room in Grove House Nursery and Infant Community School, in Dereham. The pre-school serves the local area.

There are currently 8 children from 2 to under 5 years on roll. This includes 1 funded three year old. Children attend for a variety of sessions.

The group opens five days a week during school term times. Sessions are currently from 09:15 until 11:45. From January 2005, afternoon sessions will recommence, from 12:45 until 15:15.

The pre-school is committee run and employs 2 full time staff to work with the children. One staff member has an early years qualifications to level 3. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP)

### How good is the Day Care?

Grove Playgroup provides satisfactory care for children.

A friendly environment is created in a room, within the school building. A good range of resources is easily accessed by the children. Some items are not age appropriate and the book corner is not accessed independently. Staff encourage children to mix paints, to choose aprons and to replace games and jigsaws. Opportunities to develop the children's independence are missed at snack times and when changing shoes and coats. Continued risk assessment and good management of security, ensures that children are safe, both indoors and outside.

Staff display good hygiene practice and encourage the children to develop an awareness of health and hygiene. Each staff member has current first aid training. Robust systems are in place for dealing with accidents and the administration of medication. Staff members are keen to update their training through accessing

workshops. Designated staff are responsible for child protection, special educational needs and equal opportunities and both staff members have an understanding of these issues.

Children's behaviour is generally managed effectively. The staff work well as a team, they are positive in their approach and act as good role models. The current group of children is very young and few children attend. Staff do not use behaviour management strategies consistently at group times.

Documentation is in place. Vetting procedures are not completed for the new committee. The child protection statement does not comply with the government's booklet, 'What To Do If You're Worried A Child Is Being Abused' and contact details for Ofsted are not included in the complaints statement. Parent's satisfaction is reflected in their positive feedback. They have opportunities to stand as committee members and to attend meetings each term. The written information provided at enrolment is limited.

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

Since the last inspection, the group has completed outstanding staff vetting procedures. Staff members have updated their training in first aid and equal opportunities. Statements, regarding equal opportunities, special educational needs, child protection and behaviour management, have been reviewed. Additional written consents have been obtained from parents. These actions have improved the safety of the children and the working practice of staff. Opportunities for outdoor play have been developed and staff have started to observe and record what the children can do.

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

- Long-standing staff members have established caring relationships with the children. They know the children well, show a genuine interest in their news and ideas and are attentive to the children's needs. Children are offered frequent praise and encouragement. They are at ease with the staff and approach them for support.
- A warm welcoming environment is created within the setting for both children and parents. Equipment is organised prior to opening and children are secure on their arrival and settle quickly to play. They are able to move freely around the room, to make choices and to play within their own time.
- High staff ratios enables the group to have frequent outings and to develop the children's knowledge of the local community. Visits to the post office and walks by the riverside provide excellent opportunities for children to notice different features within the locality. Staff work alongside the children during activities, encouraging the development of language and thinking.
- Staff members are alert to children's safety at all times. They have carried out an efficient risk assessment which enables children to explore in a safe and secure setting.

### What needs to be improved?

- the procedures for vetting new committee members
- the development of the book area
- the review of resources
- the development of children's independence
- the statements for child protection and complaints and the written information provided to parents, at enrolment.

### PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There are no complaints to report.

### 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
1	Complete vetting process for new committee members.
5	Review resources and activities, including the book area, to ensure that these are of interest, provide challenge and are inviting for the children to access individually
3	Increase children's independence with personal care and at snack time
11	Apply behaviour management consistently at group times.
12	Develop the written information provided to parents.
13	Improve the child protection statement to comply with the government's booklet, 'What To Do If You're Worried A Child Is Being Abused'.
14	Include contact details for Ofsted within the complaints policy.

## 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 Grove Playgroup is acceptable and of good quality. Children's progress is very good in knowledge and understanding of the world, creative and physical development, they are making generally good progress in all other areas.

The quality of teaching is generally good. Staff are developing their understanding of the Foundation Stage, their planning and teaching are successful in promoting the children's development in most areas. Little emphasis is placed on linking sounds with letters and on the exploration of addition and subtraction. Staff have regard to the special educational needs code of practice. Positive behaviour management strategies are used but explaining to the children what is expected of them in group situations is inconsistent. A new assessment system has been introduced and staff are beginning to record observations about each child. These observations are not used to inform planning.

Leadership and management is generally good. A new committee has been elected. Long standing staff members provide a strong foundation and have a good understanding of their roles and responsibilities. An operational plan has been developed. Staff plan for all areas of learning and identify and evaluate learning objectives for focussed activities. An appraisal system has been introduced but there is no formal system to identify the group's strengths and weaknesses.

The partnership with parents is generally good. Staff are friendly and approachable and provide opportunities for the verbal exchange of information. There is limited information available to parents when the children enrol. A notice board displays the group's planning, certificates, and information regarding the group. Parents are encouraged to be involved in their children's learning. They are invited to meetings once a term and are advised about how to apply for government funding for their child. They serve as committee members.

### What is being done well?

- The setting is organised well. This enables children to self select resources and to explore in their own time.
- A sense of community is developing through a variety of topics, visits to local places and walks by the riverside. Good opportunities are provided for children to explore natural materials such as sand, water and play dough and to observe plants growing, such as beans, cress and sunflowers.
- Staff plan for the development of a variety of large physical skills such as balancing, jumping, hopping, skipping, throwing and catching. They utilise the outdoor area often, children walk in the playground to collect leaves and have the use of an enclosed grassed area, in finer weather.

**What needs to be improved?**

- the planning, to encourage independent access to books, to provide activities for linking sounds with letters and to explore adding and subtracting, in everyday activities
- the evaluation of the quality of teaching and assessment, to inform planning.

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

The group has made generally good progress in tackling the key issues identified in the previous inspection report. These required the playgroup to continue to develop planning, to revise the assessment procedures and to improve the staff's knowledge of the Special Educational Needs Code of Practice.

Planning has been developed to include the areas, which were highlighted. This requires further development in order that children can access books independently, link sounds to letters and explore addition and subtraction. The group addressed the assessment issue and should continue to develop this area. One member of staff has accessed training in special educational needs and has cascaded information from this training to her colleague.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children separate from their carers with confidence and settle quickly to play. Interest and concentration is displayed throughout the session. They are able to select their own activities and are beginning to interact with each other. Children ask for support to access the toilet facilities and replace games and puzzles in boxes. Opportunities are missed to develop independence at snack time and during activities such as changing shoes and putting on coats.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children's spoken language is developing. They can recognise their own names and are beginning to listen to stories and to join in with favourite songs. The environment is print rich, staff write in front of the children and provide materials for emergent writing. There is little emphasis placed on the recognition of letters. The book area is not accessed independently by the children.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are provided with opportunities to count objects during everyday activities and can count to ten. No opportunities are provided to explore adding and subtracting. Staff use games and puzzles to develop the children's skills in matching, sorting and pattern making. Practical activities such as making a height chart encourage the children to think about and compare size. Water and sand is explored with a variety of different containers and children think about capacity and quantity.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Visits within the local area and topics foster the children's interest and awareness. They learn about the natural world by exploring the properties and textures of materials such as water, sand, and by observing growing beans, cress and sunflowers. They are able to construct cars and planes with junk materials. Through festivals, they gain an understanding of their own and other cultures and beliefs. An interest in technology is fostered through the exploration of programmable toys.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

The children have good opportunities for physical play, with staff planning for the development of specific skills, such as hopping, skipping, jumping, catching and throwing. They move with confidence and control. Staff encourage the development of good hygiene and their attention is drawn to the benefits of exercise. A variety of resources enable children to handle a range of malleable and other materials with increasing skill. The outdoor area is well used.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children have good opportunities to use their imagination in art and craft activities. A role play area is available. Musical instruments are made and used by the children. They enjoy talking about what they can see, hear and smell during walks by the riverside and explore a variety of materials when creating collage. Children show lots of concentration and thought when painting and are able to talk about the images they create.

**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 planning, including a review of resources, to encourage independent access to books, to provide activities for linking sounds with letters and to explore adding and subtracting in everyday activities
- implement a system to monitor the quality of teaching and assessment, including the use of planning.

*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.*