



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 218077

DfES Number: 539857

### INSPECTION DETAILS

Inspection Date 16/09/2004  
Inspector Name Dianne Lynn Sadler

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Abacus Pre-School Playgroup  
Setting Address Frank Halfpenny Hall  
George Lane  
Lichfield  
Staffordshire

### REGISTERED PROVIDER DETAILS

Name The Committee of Abacus Pre-School Playgroup Committee

### ORGANISATION DETAILS

Name Abacus Pre-School Playgroup Committee  
Address Halfpenny Hall  
George Lane  
Lichfield  
Staffordshire  
WS13 6DX

## 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

Abacus Pre-school Playgroup opened in 1998. It operates from one main room within a church hall, near to the centre of Lichfield. It serves the local area.

There are currently 20 children from 2 to 5 years on roll. This includes five funded three year olds. Children attend a variety of sessions. The playgroup have plans in place to support children with special needs and currently supports children who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 09:30 until 12:00.

Seven staff work with the children, some part time, some full time. Four have early years qualifications. The setting receives support from a teacher from the Early Years Development and Childcare Partnership.

### How good is the Day Care?

Abacus Pre-school Playgroup provides a good standard of care for children. The playgroup offers a warm, welcoming environment. Staff make good use of the space and imaginative resources available, creating a stimulating and supportive environment. The individual needs of children are met well and understood by all staff. The operational plan is well written and effective in practice, containing all relevant records and policies, however not all procedures are in place.

All hazards have been identified and minimised, ensuring children are safe and secure. Good hygiene practices are in place and children's dietary needs are met well, according to the wishes of parents, with a good choice of healthy, nutritious snacks provided. Routines and boundaries are made clear to children, with praise and encouragement being used to reward positive behaviour. There are good plans in place to support children with special needs and the needs of children from other cultures are well met.

Staff work well as a team, with a commitment to training. Activities are very well planned and presented thoughtfully, ensuring all children make progress. Children are offered choice and their independence is promoted well. The quality of the interaction between adults and children is very good, with children receiving one to one attention when needed.

The playgroup develops good relationships with parents. The staff work closely with parents to ensure the children's individual needs are met according to their wishes. There are effective procedures in place for sharing records with parents and keeping them well informed of children's progress. They are also encouraged to contribute to the children's assessments, ensuring good links between home and nursery.

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

A risk assessment procedure is now in place and risks for children entering the kitchen and accessing the adjoining toilets have been identified and minimised. A stair gate is fixed at the entrance of the kitchen and all children are supervised when accessing the toilets.

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

- The staff work well together as a team, offering each other support and guidance. All the staff are encouraged to further their training.
- The planning and imaginative presentation of activities and play opportunities which cover all areas of learning and ensure children are well stimulated.
- The inclusion of all children attending the nursery. Staff understand the individual needs of all children and their differences are acknowledged and valued.
- The provision of a safe and stimulating environment, where children are developing their confidence and independence.
- The partnership between staff and parents, keeping them well informed and included in their children's' progress to ensure a good liaison between home and nursery.

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

- arrangements to ensure there are procedures in place if a child is lost on site and if a child protection allegation is made against a member of staff.

#### **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
2	Ensure the lost or uncollected children's policy includes a procedure for children lost on site.
13	Ensure the child protection policy includes a procedure if an allegation is made against a member of staff.

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

### How effective is the nursery education?

Abacus Pre-school Playgroup provides high quality nursery education overall which enables children to make very good progress towards the early learning goals. A stimulating environment is offered to children, which promotes choice and independence.

The quality of the teaching is very good. Staff have a very good understanding of the foundation stage and organise clear, concise educational plans. Activities are stimulating and well planned and ensure children make choices and use their imagination. Staff listen to what children say and extend children's learning by encouraging them to think and express their ideas and feelings. Staff adapt activities well to ensure all children are included and achieve. There are good plans in place to ensure children with special needs are included and children from other cultures are valued and encouraged to share their experiences.

The leadership and management of the group is very good. Staff work well as a team, there is effective communication and a commitment to further training. The supervisor has a good knowledge of the staffs strengths and weaknesses. A well planned programme of staff development is in place, aimed at evaluating and improving teaching.

The partnership with parents is very good. Parents spend time communicating with staff both formally and informally about their children and are well informed about the provision. There are also good opportunities for parents to receive and discuss information about their children's development. Parents are encouraged to participate and influence the children's' learning, ensuring good links between home and nursery.

### What is being done well?

- Staff listen to what children say and extend their learning by encouraging them to think and express their ideas and feelings.
- Staff organise the activities effectively to ensure children make choices and develop their play by using their imagination.
- Staff work well as a team. There is good communication and commitment to improving the education for all children.
- Children and parents are encouraged to share their experiences and understand their own culture and that of others.
- Staff develop good relationships with the parents, who are encouraged to participate and influence the children's learning, ensuring good links between home and pre-school.

<b>What needs to be improved?</b>
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| <ul style="list-style-type: none"><li>● the use of print around the hall to label the children's work and familiar objects.</li></ul> |
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<b>What has improved since the last inspection?</b>
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Not applicable.
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## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are involved in a stimulating range of activities that help them progress and motivate them to learn. All are able to sit and concentrate for appropriate periods of time and are confident to try new experiences. Children are encouraged to be independent and are able to choose between activities, select resources for themselves and take care of their personal needs. Children behave well and are able to take turns, share and are learning to show respect for each other.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children take part in a variety of activities which develop their listening skills. They are able to confidently communicate ideas and feelings and use speech to explore real and imagined experiences. Children are developing an enjoyment of books and demonstrate an understanding of how to use them and use language to predict. Children are able to recognise and attempt to write their own names. Print is displayed around the hall in posters and as labels, but this could be further developed.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are able to learn about number through a range of well planned and spontaneous activities. Children count confidently to six with meaning and are able to recognise numbers up to ten and beyond. Children are developing an understanding of calculation in planned and spontaneous situations on a daily basis. All children are using mathematical ideas to solve problems and are able to recognise shape and size.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are able to discuss their families past and future events with confidence. They are able to investigate and explore a range of man-made and natural materials. Children are able to observe the natural world and the community in which they live. They grow potatoes in the garden and investigate African snails. Children are learning about their own and other cultures and beliefs during spontaneous and planned play.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are involved in well planned physical play sessions daily, both indoors and outdoors. They are developing a sense of space, and are able to use both small and large equipment with confidence and control. All children are developing a good awareness of their own bodies and enjoy music and movement. A wide range of tools is freely accessible to the children to develop fine manipulative skills.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children have plenty of opportunities to explore colour, texture, shape, form and space. They are able to respond in a variety of ways to what they see, hear, smell, taste, touch and feel. All children are encouraged to use their imagination and express their ideas, thoughts and feelings in a variety of activities. All children confidently recite nursery rhymes from memory in small group situations and explore music and movement.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**

### **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of high quality. Children are making very 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**

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- There are no significant weaknesses to report, but consideration should be given to continue to develop the use of print around the hall to label children's work and to identify familiar objects.

*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.*