



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 226211

DfES Number: 523904

### INSPECTION DETAILS

Inspection Date 21/01/2004  
Inspector Name Gillian Bryce

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Holy Trinity Playgroup  
Setting Address Holy Trinity Church Hall  
Off Kilwardby Street  
Ashby-de-la-Zouch  
Leicestershire  
LE65 2FR

### REGISTERED PROVIDER DETAILS

Name Holy Trinity Playgroup (Ashby De La Zouch) 1039542

### ORGANISATION DETAILS

Name Holy Trinity Playgroup (Ashby De La Zouch)  
Address Holy Trinity Church Hall  
Off Kilwardby Street  
Ashby-de-la-Zouch  
Leicestershire  
LE65 2FR

## 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

Holy Trinity Playgroup opened in 1966. It operates from the main hall and side room of the church hall. It is centrally situated in the market town of Ashby-de-la- Zouch. The playgroup serves the local area.

There are currently 49 children from 2 to 5 years on roll. This includes 23 funded 3-year-olds and 11 funded 4-year-olds. Children attend for a variety of sessions. The setting currently supports children with special educational needs. There are no children who speak English as an additional language.

The group opens five days a week during school term-times. Sessions are from 09:15 to 11:45 Mondays to Fridays and 12:30 to 15:00 Tuesdays and Wednesdays.

There are four full-time and five part-time staff who work with the children. The group operates a parent rota system. Over half the staff have early years qualifications to Level 3 and three are currently working towards a recognised early years qualification. The setting receives support from a teacher/mentor from the Leicestershire Early Years Development and Childcare Partnership.

### How good is the Day Care?

Holy Trinity Playgroup provides good quality care for children. Staff provide a welcoming environment where children are encouraged to engage in a range of stimulating activities to promote their development. The operational plan works well in practice, with effective policies and procedures which cover all required areas. Some are under review because they are not being maintained in a confidential manner.

Arrangements for health and safety are very positive with good hygiene routines established and priority given to maintaining children's safety. Effective procedures are in place to regularly carry out risk assessments, the cleaning and checking of equipment and fire evacuations.

Staff work well together as a team and interact closely with children. Induction and the recent introduction of regular meetings ensure that all staff are clear about their roles and responsibilities. They are fully involved in planning an effective curriculum, providing a range of exciting and interesting activities appropriate for the development and learning needs for children of all ages. The playgroup is well-resourced with equipment to promote diversity and positive images reflected in the toys, play materials and experiences provided.

The playgroup works well in partnership with parents and carers encouraging involvement on a day to day basis. Information about the children and provision is provided in a variety of ways. Each parent receives a comprehensive enrolment pack. The entrance lobby area and noticeboard displays information, policies and procedures. Daily verbal feedback, regular newsletters and parents meetings are used to share information.

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

Not applicable.

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

- Children take part in a wide range of well-planned activities. They are confident, relating well to others, able to make decisions, explore and investigate the rich accessible resources.
- Staff give very good attention to meeting individual needs and exchanging information with parents. There are comprehensive policies for safety issues. Staff give a high priority to children's safety.
- There is an effective equal opportunities policy which covers all aspects of the group and is understood by all staff. There is a strong emphasis of equality throughout the playgroup. Resources are wide-ranging and adapted to meet individual needs. Children with special needs are fully included.
- The partnership with parents and carers is very good. The keyworker system, daily parent rota, newsletters and opportunities to meet on a regular basis with staff ensures parents and carers are regularly consulted about the needs of their children and informed of their progress.

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

- the procedures to ensure detailed records of children remain confidential.

#### **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
12	Ensure staff are aware of the need to ensure confidentiality with regard to record keeping.

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

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

Holy Trinity Playgroup provides a stimulating and happy environment where children are making generally good progress towards the early learning goals. Children are progressing well for their ages and stages of development and are making very good progress in some areas.

The quality of teaching is generally good and staff have an awareness of the early learning goals and how they may be achieved. Planning is generally effective in delivering teaching to children but assessments have not been updated and do not indicate what children have achieved and what they need to learn next. Staff interact very well with the children and use good questioning techniques to embed learning. The group provides care for children with special educational needs and these children have individual education plans linked to their development.

Leadership and management of the group is very good. The staff group has recently undergone a period of staff changes and the leader is committed to ensuring that all staff begin to work together as a team. Systems are in place for appraisal which are linked to on-going staff training. The group has compiled a development plan which covers the areas of staff training, cascading training and a review of the setting and planning. Informative policies and procedures are in place which all staff are aware of and regular staff meetings ensure that information and training is cascaded.

The partnership with parents is very good. Parents receive a good range of information about the setting and their child, and are encouraged to be involved in their child's learning by the provision of topic sheets requesting resources. Parents are informed of their child's progress regularly and made aware of termly assessments.

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

- Children's personal, social and emotional development is well-promoted, children are happy and are encouraged to make choices from a range of activities.
- Staff have a very good awareness of individual children's needs and form very good relationships with them.
- Staff provide a high quality service to parents offering a good range of information both in writing and verbally. Parents are encouraged to be involved in their children's learning and have many opportunities to be involved in the group through voluntary work and fund raising.

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

- arrangements to develop children's literary skills by helping them to link sounds to letters
- increased opportunities to help children develop an understanding of addition and subtraction through everyday activities
- recording to ensure that children's assessments clearly indicate what they have achieved and what they need to learn next.

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

The group has made very good progress since the last inspection. Children have been provided with sufficient, imaginative role-play opportunities, both in free play activities and the curriculum, which has encouraged their creative development. Staff have also put measures into place for identifying and catering for children who may have special educational needs. A staff member is the special educational needs co-ordinator and has attended training for this, the group has also worked with other professionals to ensure that an appropriate service is delivered where required.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested in activities and work well independently and in groups. They are enthusiastic and able to take turns and work together. Children are confident and able to develop good relationships with other children and adults. Good behaviour is encouraged and children are reminded of the rules for activities where required. Independence is encouraged by free access to a range of resources and activities.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children interact well with adults and other children and are able to negotiate with others to meet their needs. Children are able to listen and communicate ideas and have the opportunity to look at books for enjoyment. Children are able to recognise their own written name and older children are making progress towards forming recognisable letters. Children are given insufficient opportunity to link sounds with letters.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are beginning to use numbers in everyday situations and count reliably up to 10. They are beginning to recognise numerals but have limited opportunities to practise basic addition and subtraction in everyday activities. Children are aware of simple shapes and are using language to describe these, older children are able to recognise more complex shapes such as diamonds.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are developing a good understanding of their own and other's cultures. They are also developing skills in Information, Communication and Technology (ICT) being able to operate simple computers and the karaoke machine. Children are able to use tools constructively and use construction blocks to build and create. Children are extending their knowledge of the world around them by experiencing trips out and visits to the group of people who help them.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently and safely and have opportunities to develop their skills by the use of small tools such as scissors. Children are demonstrating progress in the use of mark making implements and are able to practise these skills in free play and planned activities. Children enjoy physical play and equipment has been selected to increase challenges for them within the hall such as the use of a parachute for group games.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Creativity is well-promoted and children are able to explore colour, texture and shape through a variety of materials and use their imagination in stories and role play. Activities are in place which allow children to use a variety of senses. Children are able to sing songs from memory and match movements to these. They can identify colours and are able to work in three dimensions using junk for making models.

**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 literary skills by helping them to link sounds to letters;
- increase opportunities to help children develop an understanding of addition and subtraction through everyday activities;
- ensure that children's assessments clearly indicate what they have achieved and what they need to learn next.

*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.*