



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 101701

DfES Number: 515106

### INSPECTION DETAILS

Inspection Date 15/05/2003  
Inspector Name Glenda Sinclair

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Broadwell & Coalway Playgroup  
Setting Address Broadwell & Coalway Playgroup  
Coalway Road, Coalway  
Coleford  
Gloucestershire  
GL16 7HG

### REGISTERED PROVIDER DETAILS

Name The Committee of Broadwell & Coalway Playgroup

### ORGANISATION DETAILS

Name Broadwell & Coalway Playgroup  
Address Coalway Road  
Coalway  
Coleford  
Glos  
GL16 7HL

## 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

Broadwell and Coalway Playgroup is owned and managed by a parents committee. It serves families from surrounding villages and the rural communities in the Forest of Dean.

First opened in 1984 it has relocated for a second time into a new purpose built facility on the Infant School site in Coalway. It has very strong links with the school and shares the infants playground as well as having it's own enclosed play space. A member of the infant school staff attends the committee meetings.

Children are catered for in a wide variety of sessions. There are under ones, toddlers, starters and pre school. These happen on different days at different times so the building is in constant use. The Pre-school nursery group meet for nine sessions and children typically attend three or four sessions. The setting is open weekdays in term time.

The playgroup supports children with special needs and can be accessed by wheelchair users. The playgroup is registered for 45 children using two rooms. There are seven members of staff, who are assisted by additional staff for children with special educational needs and up to two duty rota parents/carers.

### How good is the Day Care?

Broadwell and Coalway Playgroup provides satisfactory care for children.

The group has a strong committee, dedicated to improving the overall quality of care for the children and training for the staff. They have also prepared a well thought out set of policy documents.

The group is particularly strong in it's attention to all aspects of safety, health and hygiene. Staff show a real commitment to the care of the children and listen attentively to them. They deal sensitively with problems, as they arise, and are active in promoting politeness. More detailed observations would help to extend children's

play.

The group provides a wide range of toys and activities, which could be further improved by the addition of some table top games.

The staff and committee make every effort to keep parents informed and involved and parents are appreciative of this.

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

At the last inspection, the provider agreed to provide more furniture and resources for the book corner. Although this has been done, the area is still underused, possibly because of the lack of natural light in the book corner in the pre-school playroom.(Standard 4)

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

- The group has a strong committee, dedicated to across the board improvement.
- Ratios of staff to children far exceed the regulatory requirements. This is particularly valuable in view of the fact that the group has several children with special needs.(Standard2)
- The adults show a keen interest in what the children do and listen to them attentively.(Standard 3)
- Careful attention is paid to all aspects of safety, health and hygiene (Standards 6,7,8).
- The staff relate well to the children and are calm and encouraging in their attitude. Politeness is valued and actively encouraged.(Standard 11)
- Every effort is made to keep parents involved and parents appear to be very happy with the provision.(Standard 12)
- The group has well thought out documentation and policies.(Standard 14)

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

- records of observation to aid planning.(Standard 3)
- the provision of more table top games.(Standard 3)

#### **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
3	keep records of observations to aid planning
3	obtain more table top games

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

### How effective is the nursery education?

Broadwell and Coalway Playgroup offers acceptable provision but has some significant areas for improvement.

Teaching has significant weaknesses. Staff lack training and knowledge in the Foundation Stage to plan and implement activities which will help the children to progress towards the early learning goals. Many opportunities to consolidate and extend the children's learning are missed. Staff are not using observation and assessment of children's achievements to plan the next step in their learning. Children's relationships with staff are very good. Staff are positive role models. They have clear and realistic expectations of children's behaviour. Behaviour is generally good. Staff are deployed well, working closely with the children. Very good support is given to children with identified special educational needs. However, staff are not trained or experienced in special needs.

Leadership and management are generally good. Staff work well together as a team and promote good relationships. A strong and supportive committee are committed to improving the quality of care and education which the group provide. The committee have struggled through a difficult few months with qualified staff leaving. They have identified weaknesses in staff training and knowledge. They have put an action plan in place detailing training requirements in the foundation stage and special educational needs.

The partnership with parents is generally good. Parents are given regular newsletters.

They feel informed about their child's achievements and progress. However, they are given limited information about the Foundation Stage. They have good opportunities to be involved in their children's learning through rota duty and the "share a book" scheme.

### What is being done well?

- Children develop good relationships with staff and each other. They are independent, co-operative and behaviour is generally good.
- Children move with control and co-ordination. They competently use a range of small and large equipment.
- The committee are committed to improving the quality of care and education which the group provide. They offer support and practical solutions to many of the group's problem.

### What needs to be improved?

- staff training and knowledge of the foundation stage;
- staff awareness of and planning to aid children's progress in the six areas of learning;
- staff ability to consolidate and extend children's learning;
- staff training and knowledge of the Code of Practice for the Identification and Assessment of Special Educational Needs.

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

The group have made generally good progress in providing pattern making opportunities. They include pattern making activities e.g. peg boards and threading as a routine part of the session. However, staff make limited use of opportunities to extend this through songs and rhymes.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are making generally good progress in personal, social and emotional development. They develop good relationships with staff and each other. Behaviour is generally good. Children learn to co-operate well together e.g. four year olds during role play negotiating who will be the patient. Children show concentration for self-selected activities e.g. three year old sat for some time and concentrated on a wooden construction set.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Significant Weaknesses

There are significant weaknesses in children's progress. Opportunities are missed to extend language for thinking for older/more able children through effective questioning. There are limited opportunities for children to experiment with sounds. Children are not routinely asked to name their own work. There are limited opportunities to allow children to practice writing skills. However, children's spoken language is developing well.

### MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

There are significant weaknesses in children's progress. Some children confidently use and recognise numbers to 10 e.g. four year olds counting children in line waiting to go out to play. However opportunities to integrate maths into everyday routines are missed e.g. counting plates and cups at snack time. There are infrequent opportunities for children to use shape and size.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Significant Weaknesses

There are significant weaknesses in children's progress. There are good opportunities for children to explore natural and manufactured materials. However, there are limited opportunities for children to construct with a variety of resources and to experiment with a variety of craft/collage materials. Children are not encouraged to talk about where they live or to explore the features of the local environment. Children have regular access to a computer, but support from adults is limited.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children make generally good progress. Children use space confidently e.g. three and four year olds climbing competently on the climbing frame. Children move with control and co-ordination e.g. three and four year olds pedal trikes avoiding collision and steering round obstacles. However, physical play is not planned to help move children on to the next stage of their learning. Children competently use a range of small and large equipment e.g. climbing frame, trikes, paintbrushes, pencils.

**CREATIVE DEVELOPMENT**

Judgement:	Significant Weaknesses
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There are significant weaknesses in children's progress. There are limited opportunities for children to construct with a variety of resources and to experiment with a variety of craft/collage materials. There are limited opportunities for children to use and explore different media e.g. musical instruments and mixing paint. There are opportunities for children to use their imagination e.g. in the role play area.

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



## **OUTCOME OF THE INSPECTION**

The provision is acceptable but has some significant areas for improvement. Children progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

## **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- increase staff knowledge and implementation of the foundation stage to help children develop in the six areas of learning;
- continue to develop assessment to aid future planning to move children on to the next stage of their development;
- increase staff 's ability to consolidate and extend children's learning;
- continue staff training and knowledge of the Code of Practice for the Identification and Assessment of Special Educational Needs.

*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.*