



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 512725

DfES Number: 583348

### INSPECTION DETAILS

Inspection Date 14/10/2003  
Inspector Name Thecla Grant

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Clifford Pre-School Playgroup  
Setting Address St Johns School for the Deaf  
Boston Road, Clifford  
Leeds  
West Yorkshire  
LS23

### REGISTERED PROVIDER DETAILS

Name The Committee of U/A

### ORGANISATION DETAILS

Name U/A  
Address U/A  
U/A

## 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

Clifford Pre-School Playgroup opened in 1995. It operates from two rooms in the building of St. Johns School for deaf children in the village of Clifford. The Playgroup serves the local area's.

There are currently 21 children aged from two years to five years on roll. This includes two funded three year olds and no funded four year olds. Children attend for a variety of sessions. The setting currently supports no children with special needs and 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 until 12:15.

One part time and two full time staff work with the children. Over half the staff have early years qualifications to NVQ level 3. One staff member is currently working towards a recognised early years qualification. The setting receives support from a teacher, from the Early Years Development and Childcare Partnership.

### How good is the Day Care?

Clifford Pre-school Playgroup provides satisfactory care for children. The environment is warm and welcoming. The Playgroup is creatively set out to entice children to play.

There are systems in place which underpin the day to day care of the children however, not all staff are aware of these and not all are carried out. There are consistent routines for snack time, garden time and quiet time. Children are confident in their surroundings and know the routine well. The staff have taken steps to promote health and safety within the setting, most of which are satisfactory. There are effective systems in place for children with special needs.

There is a range of stimulating activities which help children make progress in all areas of their development. A good selection of toys to reflect equal opportunities is

in place. Staff are interested in what children do and say and ask questions to make them think. Children are able to make decisions, explore and investigate their environment. They are involved and interested in their play. Staff have positive relationships with the children and managed them well. The children are well behaved.

There are several methods in place to give parent's information about the care their child receives. Most documentation is in place.

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

At the last inspection Clifford Playgroup agreed to arrange for vetting of temporary staff to be carried out. To devise an action plan showing how the group intends to meet the requirement, for 50 per cent of staff to hold a relevant qualification. To ensure that children have resources to reflect positive images of disability. They agreed to obtain information about the Area Child Protection Committee Procedures and ensure confidential information is appropriately stored. Clifford Playgroup has carried out the necessary actions to address most of these issues. Staff have relevant qualifications or are working toward a recognised qualification. Effective child protection procedures are in place. They have obtained a good selection of toys to reflect disability and have locked the office door where confidential information is stored. The temporary staff used are no longer employed. However, occasional staff are used in emergencies and have not been vetted which could impact on children's safety.

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

- Children's art work is displayed creatively on the walls of the setting. Collages of themes implemented during the year gives a warm and enticing feel to the setting. Children are settled and happy.
- Resources reflect positive images of culture, ethnicity, gender and disability. Children have access to appropriate toys and equipment they play with them well.
- The arrangements for care to children with special needs are good. The policy shows that they have regard to the Code of Practice. Funding will be sought to employ an extra person if support is needed.

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

- the procedures for vetting of all staff and regular volunteers;
- the procedures to ensure that unvetted staff are never left alone with children;
- the induction procedures for staff;
- staffs awareness of safety regarding the security of the premises and fire safety routine;
- documentation, regarding medication and the procedures for lost or

uncollected children;

- staffs awareness of information regarding children's special dietary requirements.
- accessibility of records for inspection.

### **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 must take the following actions by the date shown**

| Std | Action  | Date       |
|-----|---|------------|
| 1   | make sure that all staff and regular volunteers are vetted, and any unvetted staff are never left alone with children;  | 14/11/2003 |
| 14  | make sure procedures for lost or uncollected children are in place;   | 14/11/2003 |
| 14  | obtain written permission from parents before administering medication to children and keep a written record, signed by parents, of medicines administered to children; | 14/11/2003 |
| 14  | ensure that all records relating to day care activities are readily accessible on the premises and available for inspection at all times.                               | 14/11/2003 |

#### **The Registered Person should have regard to the following recommendations by the time of the next inspection**

| Std | Recommendation   |
|-----|--|
| 2   | ensure effective arrangements are in place for staff induction;  |
| 6   | make sure all staff are aware of the fire safety routine and that premises are secure to prevent unwanted visitors gaining access; |
| 8   | make sure information about children's special dietary requirements are shared with all staff.                                     |

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

### How effective is the nursery education?

Clifford playgroup offers a good quality provision which helps children make very good progress towards the early learning goals in personal, social and emotional development and generally good progress is made in all other areas of learning except mathematical development, where there are significant weaknesses.

Teaching is generally good, staff have a good base knowledge of the foundation stage. Staff have increased their knowledge and understanding of the early learning goals by attending relevant training. The staff use the correct vocabulary to extend children's language. They organise the group and children effectively, ensuring that appropriate challenges are set for more able children. There are good systems in place to support children with special educational needs and children who speak English as an additional language. Staff have built very good relationships with the children. They set clear and consistent boundaries which encourages the children to mostly behave well. The staff do not always question children effectively about what they know and understand. Planning has improved however, there are some gaps in the curriculum. Staff do not always organise resources effectively, which cause delays in planned activities.

Leadership and management is generally good. Staff have regular opportunities for professional development. The staff team are committed to improving care and education and work with an advisory teacher from the Early Years and Development Partnership to improve their practice.

The partnership with parents/carers is generally good and contributes to the children's progress towards the Early Learning Goals. Some effective systems are in place to communicate clear information in regard to curriculum planning and the developmental progression of their children.

### What is being done well?

- Staff create a secure atmosphere where children develop positive attitudes and dispositions to learning. They give high priority to nurturing children's, personal, social and emotional development. Parents and children are made to feel welcome.
- Children are confident and relate well to one another and adults and their behaviour is generally good.
- Children are given regular opportunities to practice their writing skills.
- Staff are committed to improving the quality of the setting. They have attended training courses, developed new policies and work together well in partnership with parents.

**What needs to be improved?**

- the range of activities and opportunities for children to recognise familiar numerals and begin to compare groups of objects;
- systems for monitoring and evaluating the curriculum, so that all areas of learning are fully covered;
- staff questioning skills, to enable them to be able to determine what the children know and understand;
- the organisation of resources, so that planned activities are not delayed.

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

Staff have increased their knowledge and understanding of the early learning goals.

Planning of the curriculum has been developed to help children towards the early learning goals, by considering their present attainment and what they need to learn next to progress.

Information given to parents about the foundation stage curriculum.

Activities have been adapted to provide additional challenges for the more able three-year-olds.

Rooms and resources have been re-organised.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

The children settle well and are confident. They form good relationships with adults and peers. Children show care and concern for others. The children are generally well behaved and are able to take turns and share. They seek out others to share experiences. Three years olds have a strong exploratory impulse. The children have a positive approach to learning. They show independence in selecting and carrying out activities for example, snack time.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children interact and negotiate with others well, they are able to listen, respond enthusiastically to stories songs and rhymes. They are given regular opportunities to practice their writing skills for example, self registration. Three year olds confidently use one handed tools and equipment. Children draw lines and circles using fine motor skills. Three year olds are beginning to form recognisable letters. There are limited opportunities for children to link sounds to letters.

### MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

The children show an interest in counting songs. Most three year olds can count up to five and know the value of three. They can use language to compare size and shape and use vocabulary correctly such as, triangle, circle, square, big and little. Children show an interest in simple mathematical ideas to solve practical problems. Children are not able to recognise familiar numerals. There are limited opportunities in some activities for children to begin to compare two groups of objects.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children learn effectively about their environment and the natural world. They are confident in selecting tools and constructing, using a range of materials. Children are able to independently investigate living things and objects and learn to identify their features. They are beginning to know about their own cultures and beliefs and those of other people. There are limited opportunities for children to know about the uses of information and communication technology.

**PHYSICAL DEVELOPMENT**

|            |                |
|------------|----------------|
| Judgement: | Generally Good |
|------------|----------------|

Three year olds move freely with pleasure and confidence. They enjoy and are enthusiastic about outside play and music and movement. Children confidently manage self control to create intended movement e.g. independently pouring own drink. Children are beginning to show an awareness of their own and others personal space and are starting to show an awareness of keeping healthy. There are limited opportunities for children to access larger play equipment for balancing, sliding and climbing.

**CREATIVE DEVELOPMENT**

|            |                |
|------------|----------------|
| Judgement: | Generally Good |
|------------|----------------|

The children use their imagination well. They use available resources to create props to support their role in play. The children can confidently pretend that an object represents something different. They notice what adults do and successfully imitate. Children show an interest in what they see, hear, touch and smell. The children are beginning to describe the texture of things. They are able to confidently sing simple songs and rhymes from memory and match music to movement.

**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 range of activities and opportunities for children to recognise familiar numerals and begin to compare groups of objects;
- develop systems for monitoring and evaluating the curriculum, so that all areas of learning are fully covered;
- staff to develop their questioning skills, to enable them to be able to determine what the children know and understand;
- ensure resources are organised, so that planned activities are not delayed.

*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.*