



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 256767

DfES Number: 585522

### INSPECTION DETAILS

Inspection Date 11/03/2004  
Inspector Name Clare Elizabeth Pook

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Happy Days Playgroup  
Setting Address 3  
Westwood  
Peterborough  
Cambridgeshire  
PE3 9UR

### REGISTERED PROVIDER DETAILS

Name The Committee of Happy Days Playgroup

### ORGANISATION DETAILS

Name Happy Days Playgroup  
Address 3  
Westwood  
Peterborough  
Cambridgeshire  
PE3 9UR

## 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

Happy Days Playgroup opened about 30 years ago. It operates from one main room in a community building in Westwood. Westwood is on the outskirts of Peterborough. Happy Days Playgroup serves the local area.

There are currently 20 children from 2 years 6 months to 5 years on roll. This includes 8 funded 3 year olds and 2 funded 4 year olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs and who speak English as an additional language.

The group opens 5 days a week during school term times. Sessions are from 09:15 until 11:45.

Currently 2 part-time and 2 full-time staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. The setting receives support from a teacher/mentor from the Early Years Development and Child Care partnership (EYDCP)

### How good is the Day Care?

Happy Days Playgroup provides satisfactory care for children.

Staff are suitably qualified and take part in training courses to develop their knowledge and understanding of child development. They provide a warm and welcoming environment for children and parents. The room is set up daily providing a range of stimulating activities for children. The toys are rotated regularly and used in different ways, although opportunities for children to self select are limited.

Effective procedures are in place for children, parents and visitors when entering and leaving the building ensuring their safety. A balanced range of healthy and nutritious snacks are provided. Children are encouraged to help prepare snacks and develop their independence skills through pouring their own drinks.

Children's individual needs and cultures are respected. Those who have special

needs and who have English as an additional language are well supported and included in all aspects of the group. Staff are aware that they need to update their child protection training. They have improved hygiene procedures by ensuring children wash and dry their hands before snacks and cooking on an individual basis.

A broad variety of toys and activities both inside and outside are provided, encouraging all round development. Children work independently and are supported well when needed. Staff plan activities and record children's achievements, although planning does not always reflect the extent of the activities provided. Individual Educational plans are included into the planning. Behaviour boundaries are consistent and children are very aware of right and wrong. Children are able to explain clearly what is expected of them.

Staff have good relationships with parents. Staff ensure information provided to parents is adapted according to their level of understanding. Policies are provided for parents, although they are not included in the prospectus. Staff use questionnaires to develop practice.

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

There were twelve actions arising from the last inspection. These related mainly to policies and procedures. Policies have been reviewed and amended where necessary. Members of staff responsible for behaviour management and child protection have been assigned. The named member of staff responsible for child protection has taken part in child protection training but is aware she needs to update it.

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

- Behaviour management is handled well and is consistent. Boundaries are clear and children are encouraged to think about the consequences of their actions. This results in children having a sound understanding of right and wrong.
- Balanced and nutritious snacks are provided. Independence skills are promoted through children being involved in the preparation of snacks and pouring their own drinks. Staff make effective use of the time for conversation and develop social skills.
- Individual needs of the children are met well. Staff ensure all children are included and that children with special educational needs and who have English as an additional language are supported appropriately.

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

- opportunities for children to self select toys and resources
- the prospectus to include policies or short policy statements with special consideration for child protection and behaviour management.

**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
5	Provide opportunities for children to self select toys and resources.
12	Consider including policies or short policy statements in the prospectus; with special consideration for child protection and behaviour management.

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

### How effective is the nursery education?

Happy Days Playgroup offers a good standard of provision which helps children to make generally good progress towards the early learning goals.

The quality of teaching is generally good. Staff have clear knowledge of the Foundation Stage. They know how to plan what children would gain from an activity, but the recording does not always support this. Staff include how to adapt activities for various abilities in their key activity planners. Both short and long term planning are being developed. Progress records are kept on the children, although the assessment process at present does not show how to move children onto the next steps. Staff interact and communicate with the children well. Behaviour is well-managed and praise and encouragement are given.

Children with special needs and who have English as an additional language attend. Staff ensure all children take part in a full range of activities and support them well. Parents are actively involved and further support from other agencies is accessed.

Leadership and management is generally good. The playgroup benefits from a strong staff team who work well together and are aware of their roles and responsibilities. The committee is relatively new and is still learning about its role. Staff and committee members have a good working relationship and are committed to the improvement of the group. No formal process is in place for monitoring staff progress. Staff have begun to evaluate their practice through questionnaires.

Partnership with parents is generally good. Staff have good relationships with parents and work hard to ensure that parents understand the importance of play and what their children are learning. Parents are encouraged to be involved in their children's learning and some attend sessions to share in their child play. Staff share children's records with parents and verbally discuss their child's progress.

### What is being done well?

- Behaviour is well-managed. Boundaries are clear and strategies used are consistent. Children have a sound awareness of right and wrong and the consequences of their actions.
- Children have many opportunities to move in a variety of ways with the aid of music or equipment. Children handle small equipment with increasing control and use large equipment with confidence to develop climbing and balancing skills.
- Staff communicate well with children and take time to listen to them. Children are confident speakers within the group.

**What needs to be improved?**

- opportunities for children to self select resources especially in the art and craft areas
- activities to encourage children to link sounds to letters and begin to say initial sounds
- opportunities for children to begin to use simple addition and subtraction
- short term planning to link to the six areas of learning
- the assessment system to show how to move children onto the next steps.

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

Improvement since the last inspection is generally good. Staff have included into their key activity planners new vocabulary to be introduced. Opportunities for children to problem solve are provided in practical ways. Staff have made good use of musical instruments and use them to accompany songs as well as to introduce rhythm. Children are encouraged to take care of their equipment and think about the consequences of misuse.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children have a sound understanding of behaviour codes. They are able to explain the consequences of their actions and differentiate between right and wrong. Children take turns and co-operate well with each other when playing games. Children are confident to ask for help when needed. They are forming strong relationships with both their peers and the staff. There are however, limited opportunities for children to self select resources and toys to encourage independence.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Many opportunities are provided for children to recognise their own name. Children are confident speakers within large groups and will happily come to the front of the group to share experiences. Children have good opportunities to attempt to form letters through writing in sand, foam or by using dough. They have little access to books to locate information. Opportunities for children to say initial sounds and begin to link sounds to letters is limited and not supported by the planning.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children use mathematical language well when comparing size and length. They readily use words like bigger, short or long. Children can recognise and name shapes as well as link them to objects in the environment. e.g. cross, window. Children count reliably up to ten. They are able to recognise numbers in play on stamps and cloakroom tickets. Although children are beginning to problem solve opportunities to begin to understand simple addition and subtraction are missed.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Interesting opportunities are provided for children to explore and investigate using magnifiers e.g looking at crystals and changes to melting ice. Children's awareness of a sense of time is developed through topics and looking at photos. Staff provide resources for children to model make, assemble and join, but activities are quite adult directed. Limited opportunities are provided for children to explore features in their local environment and compare it to the wider world.

**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Children move confidently and imaginatively to music. A good range of equipment is provided both indoors and outdoors which enables children to climb, crawl, balance and pedal. Children negotiate space well when peddling as well as looking at the space around them when playing inside. Children handle small equipment with increasing control e.g. scissors, knives for spreading, pouring drinks. Health and body awareness is explored in topic work and discussion at snack time.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Staff provide good opportunities for children to explore colour and texture through painting activities as well as adding paint to various media e.g. foam, sand. Children use instruments to explore rhythm as well as listening to the different sounds and accompanying songs. Art and craft activities tend to be adult led. Children do not have opportunities to self select resources to create and express their feelings and imagination through free choice of craft and art activities.

**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**

- Continue to develop the planning and assessment process ensuring that short term plans are linked to the six areas of learning and that the assessment system informs future planning and shows how to move children onto the next steps.
- Provide increased opportunities for children to link sounds to letters and say initial sounds.
- Increase opportunities for children to self select resources to express their own ideas through art and craft activities.

*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.*