



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 226460

DfES Number: 581659

### INSPECTION DETAILS

Inspection Date 03/02/2004

Inspector Name Ann Austen

### SETTING DETAILS

Day Care Type Sessional Day Care

Setting Name Robin Hood Playgroup

Setting Address St Margarets School, Baxter Building  
High Street, Stoke Golding  
Nuneaton  
Warwickshire  
CV13 6HE

### REGISTERED PROVIDER DETAILS

Name

### ORGANISATION DETAILS

Name Amanda Barber and Jane Ward

Address St Margarets School, Baxter Building  
High Street  
Stoke Golding, Nuneaton  
Warwickshire  
CV13 6HE

## 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

Robin Hood playgroup opened in 1998. It operates from converted accommodation owned by the Diocese of Leicester within the grounds of St. Margaret's Church of England Primary School. Children have access to one main classroom and an adjoining smaller room. There is a fully enclosed outdoor play area. The playgroup serves the local community and beyond. The playgroup is registered to care for 26 children. There are currently 62 children from two to five years on the register. This includes 28 funded three year olds and 15 funded four year olds. Children attend a variety of sessions. Staff are able to support children who have special needs and children who speak English as an additional language. The group opens five days a week during the school term. Sessions are from 09:00 until 11:30 and from 12:30 until 15:15. Seven part time staff work with the children. Five staff have early years qualifications. The setting receives support from the Childcare Advice and Support Officers.

### How good is the Day Care?

Robin Hood playgroup provides satisfactory care for children. The setting offers a warm and welcoming childcare experience. The premises are clean, safe and secure with well organised space to promote children's development. Furniture, equipment and toys are appropriate for their purpose and help to create an accessible and stimulating environment. Most records, policies and procedures are in place to support the safety, care and well being of the children.

Staff promote safety and are aware of potential hazards. There are clearly defined procedures for emergency evacuation of the building in the event of a fire. Health and hygiene practices are maintained. Children are encouraged to learn about personal hygiene in order to prevent the spread of infection.

A variety of activities and resources are provided to promote children's learning in all areas. Children participate in outdoor play and enjoy regular visits and outings. Staff build positive relationships with the children and support their learning. They are aware that some children may have special needs. Staff use reassurance and

appropriate praise which has a positive effect on the children's confidence and self esteem. They are interested in what children do and say, asking questions to develop their thinking.

The playgroup develops positive relationships with parents. Parents receive useful information about the setting and are able to read the policies and procedures. Information is exchanged to ensure that parents views are respected and the individual needs of children are met. Parents report positively about the setting.

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

At the last inspection the group agreed to nine actions, to ensure that drinking water is made available to children at all times and to develop various policies and procedures.

Drinking water is now available to children throughout the session.

The equal opportunities policy, the special needs policy and the child protection policy have been developed and procedures for risk assessment, fire safety, the registration system and the recording of visitors are now in place. This ensures the safety, care and well being of the children. However the accident book is not always signed by parents to acknowledge the entry.

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

- The environment is made warm and welcoming to children and their families by a range of wall displays, colourful posters and evidence of the children's work. Good use is made of the space enabling children to develop their play and learning. Staff are effectively deployed to ensure the safety, welfare and development of the children.
- There are a good range of activities. This promotes the children's emotional, physical, social and intellectual capabilities. Staff encourage the children to be confident, independent and develop their self esteem. They give reassurance and appropriate praise encouraging children to try new activities in a safe and supportive environment.
- The pre school is well resourced and most of the equipment is available directly to the children on low level shelving and in drawers. This enables children to take the initiative in their learning.
- Children with special needs have access alongside their peers, to the facility, activities and play opportunities provided in order to promote their welfare and development. Staff work in partnership with parents and other relevant agencies.

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

- the procedures to be followed in the event of a child being lost or a parent failing to collect a child

- documentation, by ensuring that parents sign the accident book to acknowledge the entry, that written permission is obtained from parents for seeking emergency medical advice or treatment and that the complaints procedure includes the address and telephone number of the regulator.

### 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
14	Ensure that there is a procedure to be followed in the event of a child being lost or a parent failing to collect a child.	05/02/2004

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

Std	Recommendation
7	Request written permission from parents for seeking emergency medical advice or treatment.
7	Ensure that parents sign the accident book to acknowledge the entry.
12	Ensure that the complaints procedure includes the address and telephone number of the regulator.

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

### How effective is the nursery education?

Robin Hood playgroup provides generally good nursery education where children show enthusiasm for learning through play. The children are making very good progress towards the early learning goals in the areas of personal, social and emotional development and communication, language and literacy.

The quality of teaching is generally good. The staff have developed their knowledge of the foundation stage. Planning is linked to the six areas of learning and identifies the learning intentions. Observations and assessments enable staff to build up their knowledge of how individual children learn and make progress but they are not used effectively by all staff to plan the children's future learning. Staff interact with the children and support whenever necessary offering encouragement and praise. They promote good behaviour. Staff explain the purpose of adult directed activities and make good use of questions to encourage the children to think for themselves. They have the knowledge and experience to support children with special educational needs and children who speak English as a second language. Effective use is made of the accommodation and resources.

Leadership and management is generally good. There is a good level of commitment to the care and education of the children. The staff work well together as a team. However they do not always evaluate the activities and assessment records effectively to ensure that children continue to make progress towards the early learning goals. Staff are clear of their roles and responsibilities and attend regular training.

The partnership with parents is generally good. Parents receive information about the foundation stage and are given ideas about how to extend their children's learning at home. Parents contribute to the assessment process and have opportunities to discuss their child's achievements and progress. Parents report positively about the setting.

### What is being done well?

- The children are friendly and happy. They relate well to one another and to other adults. Staff praise and encourage the children developing their confidence and self esteem. This provides children with a secure basis for taking part in new experiences and helps to promote a view of themselves as successful learners.
- The children are developing their speaking and listening skills. They are confident to share their news and describe what they are doing. Children enjoy and handle books carefully. Stories such as the Three Billy Goats Gruff are used very well to encourage children to retell stories, enhancing their understanding of story structures and building up their vocabulary.

- Children engage in a wide range of activities which develop their hand-eye coordination. They demonstrate increasing skill in the use of mark making, construction and small world activities. They explore malleable materials and manipulate materials to achieve a planned effect.

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

- opportunities for children to use calculation across the range of activities and in everyday routines
- opportunities for children to use a wider range of tools and techniques to shape, assemble and join materials
- the evaluation of the activities and assessments to ensure that children can continue to make progress towards the early learning goals
- the awareness of all staff to know how to tailor the plans to take account of the children's individual needs and to adapt the activities as required.

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

Generally good progress has been made in implementing the action plan drawn up to address the actions raised at the last inspection. Staff have developed a more effective system to manage the planning and understand what children should learn from the activities. Staff now access children's attainment and progress but they do not always use this information to tailor further plans. Effective use is made of the resources to promote children's learning. Children have regular opportunities to self select materials and activities. The programme for communication, language and literacy has been developed and as a result children are developing their speaking and listening skills very well. Information about the curriculum is now provided to parents. They are encouraged to contribute to the assessment process.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children take part in activities with interest and enthusiasm developing a positive view of themselves as successful learners. They work effectively in a group and individually establishing positive relationships with each other. Four year olds concentrate, persevering at activities for a sustained length of time. Children's confidence and self esteem is promoted through continual praise and encouragement. They are developing good self care skills and a growing awareness of different cultures.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's speaking and listening skills are well developed. They are confident to share their news, recall past events, describe experiences and suggest their ideas during imaginary play. Children enjoy handling the range of good quality books and listen to stories with increasing attention and recall. They sing and enjoy rhymes. Four year olds are beginning to say the sound of the letters in their name. Children experiment with writing as part of the play. Four year olds write their name.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

The children are encouraged to count and recognise numbers. Four year olds count spontaneously to 10 and beyond and find the correct number of objects on request. However their understanding of calculation is less secure and is insufficiently reinforced through either planned or spontaneous activities. Children discover the properties of different shapes as they work with construction resources and puzzles. They use mathematical language to describe and compare position, size and quantity.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are provided with a range of topics and activities to help them learn about the natural world and features of their environment. They explore living things and grow plants. Children are developing their design and making skills. Four year olds ask questions and solve problems as they construct bridges. They have opportunities to use the computer and programmable toys to support their learning. Children talk about their home life and learn about other cultures and the wider world.

**PHYSICAL DEVELOPMENT**

Judgement:	Generally Good
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Children move with increasing control and coordination. They are beginning to develop an awareness of the space around them and the close proximity of others whilst playing together and when riding wheeled toys outside. They enjoy music and movement. Children successfully use a variety of equipment, tools and materials developing their hand to eye coordination and fine motor skills.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children explore and express their creativity as they take part in a range of activities using different media and materials. They differentiate colours and begin to describe the texture of things. Children show an interest in the way musical instruments sound and respond to sound with body movement. They use their imaginations exploring their ideas through art, role play, with small world toys and construction resources.

**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**

- ensure that there are regular opportunities for children to use calculation across the range of activities and in everyday routines
- ensure that all staff regularly evaluate the activities and assessments to ensure that children can continue to make progress towards the early learning goals
- ensure that all staff know how to tailor the plans to take account of the children's individual needs and to adapt the activities as required.

*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.*