



**Office for Standards  
in Education**

## **COMBINED INSPECTION REPORT**

**URN 254364**

**DfES Number: 581450**

### **INSPECTION DETAILS**

Inspection Date      24/06/2004  
Inspector Name      Anne Archer

### **SETTING DETAILS**

Day Care Type      Sessional Day Care  
Setting Name      Ketton Playgroup  
Setting Address      Room 3  
                         Ketton C of E Primary School, Main Street, Ketton  
                         Stamford  
                         Lincs  
                         PE9 3TE

### **REGISTERED PROVIDER DETAILS**

Name                      Mrs Penelope Ann Butcher

## 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

Ketton Playgroup registered in 1992. It operates from a room at Ketton Primary School in Rutland. It serves the village and surrounding area.

There are currently 40 children on roll. This includes twenty funded three-year-olds and nine funded four-year-olds. Children attend for a variety of sessions. The playgroup supports children with special educational needs and children who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 09:00 until 11:45 every morning and from 13:00 until 15:45 on Wednesday and Thursday afternoons.

The owner and six part time staff work with the children. Two staff hold recognised level three qualifications and three are currently working towards a recognised level two qualification. The group receives support from the Rutland Early Years Development and Childcare Partnership.

### How good is the Day Care?

Ketton Playgroup provides good quality sessional care for children aged from two to under five years.

An action plan put in place by the owner to ensure that staff are suitably qualified and trained is in progress and proving successful. The operational plan works well in practice, good use is made of staff, space and other resources to ensure children are provided with an accessible and stimulating learning environment. All documentation which is required for the efficient and safe management of the playgroup is well maintained, with one minor exception, and stored securely.

The owner takes positive steps to promote safety within the playgroup and on outings and ensures that proper precautions are taken to prevent accidents. Staff are deployed effectively and are vigilant about children's safety. Children's good

health and hygiene is promoted through effective routines. Staff are fully aware of and meet the needs of all children with special dietary needs. All children are included, their differences are acknowledged and valued and they have access to appropriate toys, learning resources and equipment.

A stimulating range and balance of activities is provided for children to help them make progress in all areas of their development. Staff are interested in what children say and do and respond to their interests. Procedures for behaviour management are understood and implemented by staff and shared with parents.

The owner and staff provide a warm and welcoming environment for children and parents. They work in partnership with parents to meet the needs of the children. On the whole procedures to keep parents informed about the provision and their children, both verbally and written, are good. However not all parents are aware of how to make a complaint and action is required by the playgroup to resolve this.

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

Since the last inspection a new owner has taken over the playgroup. The actions from the previous inspection have all been dealt with to ensure children are provided with an effective early years curriculum by suitably qualified staff in a safe environment.

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

- There is a stimulating range and balance of activities which help children make progress in all areas of their development. Children make decisions, explore and investigate and relate to others. They are involved, interested and enjoy their play.
- The premises are safe, secure and suitable. They are welcoming to children and space is organised and used to meet their needs.
- Steps are taken to promote the welfare and development of all children in partnership with parents and other relevant parties.
- Good behaviour is valued and encouraged, according to children's different stages of development. Methods for dealing with behaviour are appropriate, understood by staff and consistently applied.

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

- medication records to ensure they are all signed by the parent or carer
- availability of the complaints procedure to ensure all parents are aware of how to make a complaint.

#### **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
7	Ensure parents sign all records of medication administered to their child.

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

### How effective is the nursery education?

Ketton Playgroup provides high quality nursery education where children enjoy learning through playing with a range of interesting and exciting activities. Children make very good progress towards the early learning goals in all six areas of learning.

The quality of teaching is very good. The owner and staff provide a stimulating and varied range of practical activities to help children learn. They interact very well with the children and extend their individual learning through thoughtful and appropriate questioning. Staff manage children and their behaviour very well. Curriculum planning for all children is very good and observations and assessments are used well to highlight areas for future learning. Very good systems are in place to support children with special educational needs to ensure they achieve to their full potential.

The leadership and management of the playgroup is very good. The owner has a deputy and together they provide clear lines of management that ensure all staff understand their roles and responsibilities. There are effective procedures in place for appointing staff however staff appraisal procedures require minor attention. The owner provides staff with encouragement and support to undertake regular training and personal development to ensure that the quality of learning for children continues to improve.

The partnership with parents and carers is very good. Parents are provided with good quality information about the provision of nursery education, the policies, routines and activities within the playgroup and how these help children learn and the part parents can play in their child's learning. However opportunities for parents to share information about their child require more development. Parents are provided with daily verbal reports on their child's progress from the child's special helper or key worker and they receive an annual written report linked to the six areas of learning.

### What is being done well?

- Children are effectively supported to become independent learners in all areas of the curriculum.
- Leadership and management of the provision is very good. All staff are clear about their roles and responsibilities which ensures a well organised learning environment for the children.
- Children's personal, social and emotional development is particularly good. Staff support new children while they develop personal independence and begin to form relationships with their peers.
- Staff are good role models for the children and manage them and their behaviour very well.

- The systems in place for children with special educational needs ensure that children at both ends of the ability spectrum receive appropriate support to achieve to their full potential.

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

- opportunities for parents to share what they know about their child's development and attainment
- the staff appraisal system to ensure that the training and professional development of staff continues to have a positive impact on children's wellbeing and learning.

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

Very good progress has been made since the last inspection to improve the range and variety of opportunities for children to experiment with early writing and writing for different purposes. Writing implements of various and appropriate kinds are available at each session in the imaginary play area such as an appointment book and pencil in the hairdressers and a diary and note pad at the vets. In addition children can practise early writing skills as part of other table top activities during every session.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

All children are interested, excited and motivated to learn. They are developing in self confidence and self esteem and make sound relationships with adults and peers, some children have particular friends. Children are learning to work as part of a group, to take turns and share. Most children understand what is right and wrong and all children have an awareness of the boundaries set and the behavioural expectations within the group.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Most children interact and talk well, speak clearly and are beginning to show an awareness of the listener. They are beginning to imagine and recreate roles and experiences and use talk to express their ideas and feelings. Children enjoy listening to and joining in with stories, they know that print carries meaning. Most children are beginning to recognise familiar words. They successfully engage in a variety of activities to develop pre-writing skills.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children successfully learn how to say and use number names during playgroup routines and songs. Some children count reliably up to ten and beyond and recognise the corresponding numeral. Older and more able children identify the number that is one more or one less than a given number and other children achieve this with support. Children are developing a sense of shape, space and measure. They recognise shapes of everyday objects and show awareness of symmetry during practical activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are developing good exploration and investigation skills through a range of activities with objects and living things. They design and construct with a purpose in mind using a variety of resources, tools and techniques. Children are learning how to use everyday technology and can complete a simple computer programme. They are developing a sense of time and place by learning about people and their local environment and they have an awareness of the cultures and beliefs of others.

## **PHYSICAL DEVELOPMENT**

Judgement: Very Good

By participating in a range of activities children are able to move with control and confidence. They are learning to use a range of small and large equipment. Children show an awareness of space for themselves and others. They are learning about good practices relating to their health and are gaining an awareness of how their bodies change during exercise. Children are learning to use tools to manipulate and change materials and understand that they have to be used safely.

## **CREATIVE DEVELOPMENT**

Judgement: Very Good

Children explore what happens when they mix colour and use a variety of different media to construct two and three dimensionally. They participate in activities to develop their senses and are starting to make comparisons. Children sing simple songs from memory and experiment with sounds when using various musical instruments. They are learning to use their imagination in a variety of ways. They introduce a narrative into their play and engage in role play based on first hand experiences.

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

## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of high quality. Children are making very 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**

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- the opportunities provided for parents to share what they know about their child at regular intervals throughout their time at the playgroup
- the staff appraisal system to ensure that the training and professional development of staff continues to have a positive impact on children's wellbeing and learning.

*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.*