



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 221909

DfES Number: 523453

### INSPECTION DETAILS

Inspection Date 02/02/2004  
Inspector Name Susan Christine Mcguire

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Triplow Ladybird Playgroup  
Setting Address Triplow Church Of England Primary School  
School Lane, Triplow  
Royston  
Hertfordshire  
SG8 7RD

### REGISTERED PROVIDER DETAILS

Name The Committee of Triplow Ladybird Playgroup 1029723

### ORGANISATION DETAILS

Name Triplow Ladybird Playgroup  
Address Triplow Church Of England Primary School  
School Lane, Triplow  
Royston  
Hertfordshire  
SG8 7RH

## 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

Ladybird Pre-school opened many years ago and has operated in its present premises since 2000. Sessions take place in a mobile building in the grounds of Thriplow Primary School. The group serves the local area.

There are currently 22 children from 2 to 5 years on roll. This includes 5 funded 3 year olds and 1 funded 4 year old. Children attend for a variety of sessions. The setting has experience of supporting children with special needs and who speak English as an additional language.

The group opens four days a week during school term times. Sessions are from 9:00 am until 12.00 pm.

Two part-time and two full-time staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. One member of staff is currently seeking a place on a course to gain a recognised early years qualification. The setting receives support from a teacher/mentor from the Early Years Development and Child Care partnership (EYDCP).

### How good is the Day Care?

Ladybird Playgroup provides satisfactory care for children.

Staff regularly take training opportunities to keep their knowledge of care and education practice current. They work hard to arrange the small premises to its best advantage to create a welcoming environment for both children and adults. All necessary records and policies are in place to support the day-to-day running of the group, although some policies require development in order to meet the requirements of the National Standards.

Staff show a generally good awareness of safety issues but access to the premises is not monitored effectively to keep staff and children safe from potential unwanted visitors. Good routines are in place to enable children to begin to manage their

personal hygiene, and their independence in this regard is encouraged. Snacks are varied, healthy and nutritious.

Staff provide a range of planned activities to support children's development, and are skilled in recognising unplanned opportunities to extend children's learning e.g. by creating an activity out of interesting items brought in from home. Whole group activities do not always take into account the stage of development of the children in attendance however, and staff do not have a consistent approach to behaviour management so children receive mixed messages about what is acceptable.

Parental involvement in the setting is encouraged, and they are given clear roles in volunteer situations. They receive a useful handbook and relevant information is displayed on the notice-board. They are kept well informed about their children's progress through daily informal contact with the staff and by having regular opportunities to share records of achievement.

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

N/A - no actions were identified at the transitional inspection.

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

- Staff are very committed to on-going training and the children benefit from the continuous improvement in practice this provides.
- A wide range of resources and experiences are provided to support the children's play and learning.
- Staff know the children well and foster good relationships with them, which make them good role-models for children in forming relationships with their peers.
- Excellent resources are provided which give children positive images of disability and the multi-cultural nature of society, so children learn about equality through their play.

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

- the organisation of whole group activities, e.g. story and snack-time, so that the needs of children at different stages of development are met
- access to the premises so that it is managed effectively
- behaviour management so that all staff use a consistent approach
- documentation, so that it meets the requirements of the National Standards.

#### **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
2	Organise large group activities such as story and snack-time, to ensure that the needs of all children are met.
6	Develop an effective procedure for managing access to the premises.
11	Ensure that all staff have a consistent approach to behaviour management.
14	Improve documentation by: developing a lost child procedure clarifying the role of Ofsted in the complaints procedure for parents including a procedure to be followed in the event of an allegation being made against a member of staff in the child protection policy obtaining written permission from parents for the seeking of necessary emergency medical advice or treatment.

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

### How effective is the nursery education?

The provision for nursery education at Ladybird Playgroup is good. It enables children to make generally good progress towards the early learning goals in all areas of learning with the exception of creative development where there are significant weaknesses.

The quality of teaching is generally good. Staff create a welcoming environment where children are confident to join in activities. The key-working system is used effectively and staff know the children well. Staff have a good understanding of the Foundation Stage. Unplanned opportunities are taken to give the children new experiences but staff do not always recognise daily opportunities for building on children's learning, e.g. counting and problem solving. Planning requires some development in order for it to cover the six areas of learning, show the learning intentions of activities, and effective use of assessment.

The staff generally work well together as a team and are committed to improving the care and education of the children, through their use of self-evaluation and in their work with the early years mentor. There are regular meetings between the staff and the management committee and relationships are good. There is a system in place for staff appraisals and on-going training is supported. The management committee see their role as support and fund-raising, and devolve the responsibility for the day-to-day running of the sessions and the monitoring of the teaching of the Foundation Stage to the supervisor.

Partnership with parents is generally good. Feedback on children's progress is given and parents have good relationships with staff. There is a suggestion/comment box which parents use. They speak very highly of the group. Insufficient information is provided for parents about the Foundation Stage and they have little opportunity to share in their child's learning.

### What is being done well?

- Staff are very flexible to the needs of individual children and are committed to the improvement of their care and education.
- Leadership and management is very good. There are excellent relationships between staff and committee and everyone is very clear in their roles, which they carry out well.
- Children's physical development is fostered well, and staff give daily opportunities for 'letting off steam' with a variety of outdoor activities.
- The local environment is used well to give children a sense of place, and they are introduced to the wider world in imaginative ways such as looking at a globe to chart holiday routes and sharing in the culture and language of families who use the group.

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

- the planning, so that the programmes for creativity and communication, language and literacy, are more closely linked to the early learning goals; and that long and medium term plans cover the six areas of learning, and assessment is used effectively to inform short-term plans for the next steps in individual children's learning.
- children's independence skills and opportunities to make choices about resources, especially for art and craft and design activities.

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

Limited progress has been made in implementing the action plan drawn up to address the four key issues identified at the previous inspection.

The programme for language and literacy allows the enhancement of children's vocabulary, but children still do not access the book corner regularly. Planned activities for recognising the sounds of letters occur once a week only, so some children do not experience this area of learning as it is not reinforced on subsequent days.

The group's long, medium and short-term planning has evolved but still requires some improvement in order to sufficiently clarify the learning intentions of activities.

The staff development plan has been carried out well. Training has been given a high priority and all staff take part in on-going training to improve practice.

Assessment is carried out but it does not effectively inform short-term planning for individual children.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are happy and confident and separate from their carers with ease. They are encouraged to share and take turns, and to speak confidently in group situations. Older children are showing concern for others and like to help them. Children become absorbed in activities and show persistence with challenging activities. Insufficient opportunities are provided for children to develop independence in selecting resources to support chosen activities, or to serve themselves at snack-time.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are given opportunities to recognise their names and more able children can write them unaided. They enjoy books and ask adults to read to them, though few children voluntarily access the book corner which is not arranged in an inviting manner. Topic work is supported with books which provide information. Staff provide a variety of tools for mark-making. Children are learning that print conveys meaning through labels, but have limited access to activities which explore letter-sounds.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children can recognise and name shapes and colours and more able children can sequence pictures and numerals. Planned activities give children opportunities to weigh and measure and the appropriate maths language is introduced. Staff extend understanding by taking unplanned opportunities to predict capacity e.g. "which brick will fit into this space in the box?" during tidy-up time. There are missed opportunities however, for children to count and problem-solve in everyday activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Topics which use the local environment and the people who work in it give children some sense of place. Knowledge of the wider world is being well-developed by families who use the group being invited to share their culture and language and holiday destinations. Children are operating computers and cassette-players to develop I.T. skills, and learn about change in cooking and seed-growing. Children's design skills are not being sufficiently developed and days of the week are not sequenced.

**PHYSICAL DEVELOPMENT**

Judgement:	Generally Good
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The outside play area is being used to set physical challenges such as pedalling, climbing, steering, crawling, stopping and balancing, and children are also learning about personal space in this way. They are using a variety of tools such as pencils, scissors, pegs and woodworking tools with confidence and control. Staff introduce some unplanned discussion about bodily awareness, but there are no plans to explore how the body works. There are limited opportunities for developing ball-skills.

**CREATIVE DEVELOPMENT**

Judgement:	Significant Weaknesses
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Children's imagination is being developed through role-play for which a variety of resources are available. They enjoy singing and have a repertoire of remembered songs. Rhythm and loud and soft sounds are being explored with musical instruments. Children are unable to express their own ideas and thoughts through self-selected activities and planned craft activities are very adult-led. There are insufficient opportunities for children to explore different media and materials freely.

**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**

- Key Issues
- Develop planning to:
  - ensure long and medium-term plans show a balance across all areas of learning;
  - ensure assessments of children's development are used to inform immediate planning;
  - ensure the creativity programme encourages children to explore a variety of media and material to express thoughts and ideas;
  - ensure the communication, language and literature programme includes opportunities for children to become familiar with letter-sounds, and to use books for pleasure
- Improve children's independence skills and opportunities to select resources and serve themselves at snack-time.

*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.*