



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 206857

DfES Number: 530148

### INSPECTION DETAILS

Inspection Date 07/02/2005  
Inspector Name Maggie Buckley

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name South Darley Pre-School Playgroup  
Setting Address Village Hall  
Cross Green, Darley Bridge  
Matlock  
Derbyshire  
DE4 2JT

### REGISTERED PROVIDER DETAILS

Name South Darley Pre-School Playgroup 1035159

### ORGANISATION DETAILS

Name South Darley Pre-School Playgroup  
Address Village Hall  
Cross Green, Darley Bridge  
Matlock  
Derbyshire  
DE4 2JT

## 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

South Darley Pre-school playgroup opened in 1972. It operates from a village community hall in Cross Green village, Matlock, Derbyshire. A maximum of 26 children may attend at any one time. The playgroup opens four mornings a week during term-time from 09:15 until 11:45, plus Wednesday afternoons from 12:30 until 15:00. Although there is no outdoor facility the playgroup has agreement with the adjoining primary school to access their outside play areas.

There are currently 25 children aged from 2 to under 5 years on roll. Of these 19 children receive funding for nursery education. Children come from the local area and wider community.

The playgroup employs 6 staff. Four of the staff hold appropriate early years qualifications.

### How good is the Day Care?

South Darley Pre-school playgroup provides good quality care for children. There is a strong management structure which is committed to offering quality care. Excellent attention is paid to the deployment of staff ensuring a high level of support to children and good team work. A clear induction procedure is in place, but lacks evidence of completion. The setting is welcoming and effectively organised to enable children to readily access a wide variety of interesting activities. There is a broad range of well-maintained resources which promote equality of opportunity and offer children a great deal of choice. Documentation is very comprehensively organised, regularly reviewed and shared well with parents.

Excellent attention is paid to children's health and safety and a number of clear risk assessments are in place. Standards of hygiene are high and children's understanding is encouraged through their daily routines. Children are able to independently access drinks throughout the session and a variety of snacks are offered. Snack time is a sociable occasion and children are encouraged in good manners, sharing and co-operation. Every consideration is given to meeting

children's individual needs and liaison with home given strong emphasis. Staff have experience of supporting children with special needs and working together with parents and support services. Child protection training is regularly up-dated and staff have a clear understanding of procedures.

Children are involved in a broad range of interesting and exciting activities both indoors and outdoors. They are happy, settled, and very confident within the setting. They are aware of the daily routine and enjoy very positive relationships with the staff. Children are interested and active and they behave very well.

Relationships with parents are very good. Parents are encouraged and welcomed into the provision. They are extremely well-informed of the service offered and the progress of their child.

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

not applicable

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

- Children's safety both indoors, outdoors and on outings is effectively addressed. Robust safety procedures and relevant risk assessments are in place and regularly reviewed.
- Relationships with parents are very good. Parents are extremely positive about the provision. They particularly appreciate the excellent communication, the individual attention offered each child, the variety of activities and the detailed information regarding their child's progress.
- Children are treated at all times with care, courtesy and respect. Staff are very positive with the children and have clear expectations regarding good behaviour. Children understand these expectations and behave well.
- Children are offered a very broad range of activities which affords them lots of choice encouraging their independence and confidence. Play and activities are very well-planned addressing each child's individual needs.
- Children are recognised as individuals and their differing needs respected. A well-written settling in procedure exists which is tailored to each child's needs. Only one child is admitted at a time ensuring good support. Liaison with home is given priority in order to work effectively together to meet each child's needs.

#### **An aspect of outstanding practice:**

Staff organisation is excellent. Clear roles and responsibilities exist which ensure clarity, strong team work and effective staff deployment. Staffing ratios are maintained at a high level which aids this organisation and delivers a very good level of support to children. There is a strong commitment to staff training and up-dating knowledge ( Standard 2 ).

**What needs to be improved?**

- induction procedure

**PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)**

There are no complaints to report.

**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
2	Improve induction procedure showing effective completion.

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

### How effective is the nursery education?

South Darley Pre-school Playgroup Nursery provision is of high quality. Children are making very good progress towards the early learning goals.

The quality of teaching is very good. Staff are deployed effectively and make good use of their time and the high quality resources in a well organised routine. Exceptional interactions with the children support and encourage their learning in an interesting, challenging, well planned and partially evaluated curriculum. Staff have a very good knowledge of the Foundation Stage and regularly attend training. They are enthusiastic and provide a calm and positive environment where children are confident, feel secure and behave very well.

The leadership and management is very good. A strong committee provides good support for the staff and comprehensive and effective policies and procedures, which are regularly reviewed, relate to the Foundation Stage and underpin the very high standards of care and education. The setting is committed to improvement and have many detailed development plans in place, which are closely monitored and evaluated to ensure they are being implemented.

The partnership with parents is very good. Excellent information is provided for parents regarding their child's progress through the stepping stones towards the early learning goals. Detailed and frequent information is also provided regarding the setting and the Foundation Stage, ensuring parents are kept fully informed. Parents are encouraged to share information about their child in many ways, both formal and informal and they are very appreciative of the care and education their children receive.

### What is being done well?

- Staff are extremely committed to delivering a high quality curriculum that meets the individual needs of children. An excellent planning, record keeping and monitoring system is in place. This recognises where children are at in relation to the stepping stones and effectively plans for their next steps in learning.
- The setting is very language rich and children's early reading and writing skills are developing very well. There are a wide range of mark making opportunities throughout the setting, which children use to ascribe meanings to marks in play. The routine of story time allows children to develop an appreciation of books and learn how to handle them carefully.
- Very good systems are in place to ensure parents are well informed of the planned activities and learning opportunities to be provided for children. Clear, detailed and informative letters are regularly provided for parents, encouraging them to play a part in their child's learning and extend the

learning at home.

- Staff show great sensitivity to the needs of individual children and pitch activities at the right level for children to allow them to achieve their full potential. They give children time to talk and listen, asking open ended questions to encourage conversation and initiating maturity in conversing with children which raises their self-esteem.
- Children are developing a good awareness of their own culture and the cultures and beliefs of others. Very good resources and activities allow children to experience differences in a positive and interesting way which is appropriate for their level of understanding.

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

- the implementation of a system to fully evaluate the curriculum delivered to the children and ensure that all stepping stones have been covered sufficiently over time.

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

Very good progress has been made since the last inspection. The staff have introduced a number of effective measures to improve opportunities for the children to recognise their names and to improve ways to inform parents about their children's achievements and provide more opportunities for them to share what they know about their children, which were raised as points for consideration in the previous inspection report.

Routines have been introduced which allow children to become familiar with their written name. The children are very aware of the routines and regularly access their name cards during the session for mark making opportunities.

Parents are made aware that they can contribute their own observations of children's learning at home and these can be used to inform children's records, which are very effective in informing parents of their child's achievements. Good channels of communication are open in the setting and parents have many opportunities to discuss their child's progress with their key worker.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy, settled and well focused in the setting. Very friendly relationships are held between the children and they work co-operatively at tidy up time. They are confident and independent learners who actively make choices within the setting, demonstrating high levels of self-help skills at snack time and in personal care routines. Children display enthusiasm and excitement and are highly motivated, especially when singing songs they have chosen, such as Bob the builder.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's language is developing very well and they speak with confidence and maturity to their peers and adults. They eagerly participate in stories and use books for enjoyment as well as to locate information for Chinese New Year. Children use language imaginatively in role play and easily engage in conversation. They confidently write for a variety of purposes and some three and most four year olds can competently write their name.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children reliably and accurately count to ten and beyond at registration. They are developing a very good awareness of calculation, showing interest in number problems posed at snack time such as 'how many more chairs do we need at this table?' Children convincingly use appropriate language to describe and compare shape, position and quantity in a very natural way whilst playing.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children confidently and independently use technology in many forms, showing skill and interest. They have a very good sense of place and regularly access the local community and welcome visitors to the setting. Children are developing a very good awareness of cultures other than their own through interesting topic work, which has included South African Gum Boot dancing. They have a very good sense of time with accurate recall and interesting predictions of events such as a forthcoming show.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children demonstrate good levels of skill and control when using tools such as scissors and chopsticks, developing their hand-eye co-ordination. Their use of space is very effective in music and movement sessions. Children are very responsive to music, moving freely with pleasure according to their mood and recognising the rhythms in the Chinese music. They recognise changes in their bodies when they are active and are beginning to understand their needs.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children eagerly explore a range of media and materials in two and three dimensional form, becoming very absorbed in their findings, such as dripping paint. They express themselves freely in many areas including role play and dance, for example pretending to be a dragon with a large paper tongue. Children are very able, and confident, to communicate their personal likes and dislikes, for instance 'I hate pancakes'.

**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:
- devise and implement a system to fully evaluate the curriculum delivered to children and ensure that all stepping stones have been covered sufficiently over 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.*