

The inspection of educational provision for children before compulsory school age

Nursery report on: Whitchurch Community Playgroup

Registered Nursery Education Inspector: Alyson Roberts

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Report on the inspection of nursery settings in the non-maintained sector

Name of nursery: Whitchurch Community Playgroup

Address: Caedelyn Park Changing Rooms, Caedelyn Park, Whitchurch, Cardiff.

Post code: CF14 1BH

Telephone: 07788 740459

Persons responsible for day-to-day management: Jan Torjussen / Julia Keenan

Position: Playgroup leaders

About the inspection

This inspection took place as part of a national programme of inspections of the educational provision for children before compulsory school age in Wales. It was commissioned by Her Majesty's Inspectorate for Education and Training in Wales.

The purpose of inspection is to identify good features and shortcomings so that providers can improve the quality of education offered and help children achieve their full potential. Another purpose is to inform parents and the public about the quality of nursery education. A copy of the inspection report must be given to all parents/carers with a child at the nursery and should be available on request to other people.

Inspectors have used a five point scale to record all judgements. Grade definitions are:

- Grade 1** good with outstanding features
- Grade 2** good features and no important shortcomings
- Grade 3** good features outweigh shortcomings
- Grade 4** some good features, but shortcomings in important areas
- Grade 5** many important shortcomings

1.0 Context of the setting

Context of the playgroup

Whitchurch Community Playgroup has been established for 20 years and is a member of Wales Pre-school Playgroups Association (W.P.P.A.) and a registered charity. The playgroup is run by a management committee made up of parents and members of the local community. The playgroup is open from 9.05 a.m. until 11.55 a.m. from Monday to Friday for forty weeks a year, during school term time only. It caters for twenty children aged between two and a half and five years old. Currently there are thirteen 3 year olds and two 4 year olds in attendance, none of whom are in receipt of government funding. Although there are currently no children in receipt of funded places, many are eligible to receive funding for a place elsewhere in a school. Parents, however, choose to pay for the children to attend the playgroup instead. There are three well qualified members of staff in post, aided by two volunteer parents who work on a rota basis. Staff have undertaken recent training in the Foundation Phase and are up to date and familiar with the pedagogy and current developments, although they are not able to access all the Local Authority training. The setting is currently housed in temporary accommodation, awaiting the building of new premises which will be ready by September 2010. There are two rooms and a kitchen area and these are suitably adapted for purpose during the sessions. The main room is spacious, light and airy and provides a stimulating learning environment. The children use the adjacent park and grass area on a daily basis. Children come predominantly from the local area, which is a large, bustling village on the outskirts of Cardiff. The children come from good socio economic backgrounds which are mainly advantaged. The playgroup welcomes children with Special Educational Needs (S.E.N.) offering good support and two staff members are trained in Makaton. No children with S. E.N attend the playgroup at present. The majority of children at the setting come from homes where English is their first language; there are currently two children in attendance who are learning English as a second language. The children are admitted to playgroup from the age of two and a half and the majority remain until they move to the reception class in a number of different local Primary Schools. The setting is a W. P. P. A. Quality Assurance group and provision is reviewed and improved on a regular basis. It was successfully inspected by the Care and Social Services Inspectorate Wales (CSSIW) in 2009. This is the first Estyn Inspection.

2.0 Main findings of the report

2.1 The overall quality and standards of educational provision and whether or not the provision successfully promotes the goals for children's learning

The quality and standard of educational provision, taken overall, are appropriate and successfully promote the Foundation Phase Outcomes for children's learning.

As there are no funded children receiving educational provision from the playgroup, in line with Estyn's policy, no judgements are made on their standards of achievement in the seven areas of learning. Instead, the report refers to the experiences that the setting provides to develop children's skills in the areas of learning.

2.2 Standards achieved by children in the seven areas of learning

Areas of learning	Grade for under-fives
Personal and social development, well-being and cultural diversity	No grade awarded
Language, literacy and communication skills	No grade awarded
Mathematical development	No grade awarded
Welsh language development	No grade awarded
Knowledge and understanding of the world	No grade awarded
Physical development	No grade awarded
Creative development	No grade awarded

2.3 Inspection judgement on the quality of education provided by the setting

Quality of education	Grade for under-fives
Quality of provision for children's spiritual, moral, social and cultural development	2
Quality of planning for children's learning	3
Quality of teaching	2
Quality of assessment and recording of children's progress, and reports for parents and carers	2
Quality of the relationships with parents, carers and the community	1
The contribution made by the setting to children's well-being	1
Quality of the leadership and management of the setting	2
The progress made by the setting in implementing the key issues for action identified in the last inspection report	n/a

3.0 The standards achieved by children in the seven areas of learning

As there are no children registered to receive funding for educational provision from the setting, in line with Estyn's policy, only provision is reported.

3.1 Personal and social development, well-being and cultural diversity

Good features

The playgroup provides children with good opportunities to develop relationships with one another and with adults, including visitors, with whom they are confident and talkative. Practitioners encourage children to settle quickly when they arrive at the setting, promoting development of their independence skills. A good range of continuous and enhanced provision is available every day across all areas of learning and children are given sufficient time to access these freely. The classroom layout promotes independence in children's learning successfully. Resources are easy to reach and children are encouraged to access these when they wish and put them away tidily. The daily routines encourages them to socialise and work with others appropriately, showing sensitivity to one another and learning to share and take turns. When a new younger child finds it difficult to settle, for example, the others try and encourage her to join in the activity and when they are engaged in role play they are very cooperative in sharing the most popular things such as hats and wands. Children are given opportunities to talk about and celebrate what they are good at doing and also the merits of their friends. They are encouraged to care for things such as the goldfish and the plants and bulbs in their garden. Children are familiar with the daily routines of the playgroup and are encouraged to understand their responsibilities in the setting, such as washing their hands after playing outside and before cooking and eating. They help to prepare the daily snacks and enjoy the washing up afterwards. Children respond well to adult requests to tidy up, they are very aware of being safe when going on trips and when walking to the park and the good behaviour of the children is a strong feature of the playgroup. Practitioners provide children with a good variety of opportunities to respond in different ways during their activities. There are times during the day when they are encouraged to listen and to be quiet, at circle time for example, but they are also given plenty of opportunities to explore new and exciting activities when they can be more interactive, both indoors and outdoors. They are encouraged to find solutions to problems and to think about reasons for the tyre tracks disappearing for example. The children are introduced appropriately to the culture and traditions of Wales through stories and celebrations such as St David's Day. They also have good opportunities to develop an understanding of different cultures by learning about the way children celebrate festivals such as the festival of lanterns and Chinese New Year and through topic work such as All About Me when they are encouraged to develop a positive self-image and sense of belonging.

Shortcomings

Experiences of I.C.T. are limited.

3.2 Language, literacy and communication skills

Good features

Practitioners give children plenty of opportunities to listen and talk in a wide variety of contexts throughout the day. They encourage children to speak clearly and make themselves understood and give excellent individual attention to children. Adults develop children's conversational skills well through the use of activities such as the acting out of characters from different rhymes and through discussions about their personal experiences when going on an aeroplane or a train or going skiing. The children are very keen to chat and are encouraged to do so but they are also encouraged to listen when appropriate. They are encouraged to give their ideas about their topics and the use of these mind maps has a positive impact on their interest and on developing their thinking skills. Practitioners use a range of stimuli to promote an interest in language. They promote children's interest in reading through the daily story sessions, using good quality children's fiction and non fiction books. There are lots of signs in English and in Welsh displayed around the room. Rhymes and songs effectively encourage children to play with words and sounds and they sing a variety of Nursery Rhymes and songs in English and in Welsh. There is a good range of colourful books available to promote children's interest in literature and enjoyment of handling books and reading. Practitioners prepare home-made books containing photographs of the children involved in their work and play and parents enjoy borrowing these. The children are surrounded by photographs and examples of their work and they talk animatedly about their recent ride on the train and the visit of the fire engine. Activities such as the post office role play encourage an understanding of the functions of writing as the children write on postcards and envelopes and post their letters. They are encouraged to write a get well card to Humpty during their work on rhymes. Practitioners provide regular and varied opportunities for children to experiment with their mark-making skills. A good range of pens, pencils, markers and brushes is available in areas of continuous provision and they use different implements to make marks including paint when making their tracks outside.

Shortcomings

There are insufficient opportunities for children to recognise and write familiar words such as their names.

3.3 Mathematical development

Good features

Practitioners provide a good range of mathematical activities which encourage children's interest in numbers, shapes, patterns and measures. Children access a range of good quality mathematical games and equipment during the session and they have a wealth of opportunities to develop their number skills. Practitioners encourage them to count objects in many different contexts, such as the number of people on the train and the children are given opportunities to recognise that some numbers are special to them for example when they count the candles on the birthday cake.

Practitioners promote the use of mathematical language in relevant contexts well and they effectively use questions, such as; How long? How many? What time? How heavy? How far? The children are encouraged to understand concepts such as full and empty when loading up their trucks as they play in the sand in preparation for building the new playgroup. Children have opportunities to develop their understanding of one-to-one correspondence when they set the table for snack-time. Practitioners give children opportunities to compare the size of the tyres on the tractors, for example, and discuss the length and width of the tracks made. The train ticket office role play area provides children with many realistic opportunities to develop their counting skills and their understanding of money when purchasing their train tickets. They are developing an understanding of positional language and use it when engaged in activities across a variety of areas of learning particularly when using the outside environment and the park.

Shortcomings

There are no significant shortcomings.

3.4 Welsh language development

Good features

Practitioners give children regular opportunities to respond to basic Welsh commands at specific times during the session such as 'amser tacluso' and 'dewch i eistedd ar y mat'. They are encouraged to answer the register in Welsh during circle time and to have the chance to count and to use simple words such as colours during story time. The children's vocabulary is extended through the introduction of a 'phrase of the week' and they are encouraged to listen to Welsh song tapes and to learn some songs and rhymes. Welsh books form part of the book corner and the bilingual labels around the room encourage an interest in the Welsh language.

Shortcomings

Provision for the children to practice familiar vocabulary and phrases across the areas of learning in their everyday play is limited and inconsistent.

Mark making experiences are underdeveloped.

Children are insufficiently encouraged to look at and share Welsh books.

3.5 Knowledge and understanding of the world

Good features

Practitioners stimulate children's enthusiasm and provide interesting activities which help them find out about the world around them through a range of appropriate topics. They are encouraged to talk about their homes and families and to develop an understanding of the features of different places and countries through their topic 'All About Me' for example. Children are familiar with the routines of the session and show an understanding of the times of the day. Daily sessions in the park promote children's awareness of the weather and seasons by offering good opportunities for them to observe the weather directly. In the snow the children had great fun, using their different senses to observe the sights, sounds and the feel of the different environment on their walk to the park.

Practitioners encourage children to observe and care for living things such as the goldfish and children plant seedlings, bulbs and vegetables in order to learn about the effects the weather and seasons has on plants. They are provided with activities such as the butterfly game to develop their knowledge of mini beast habitats and of changes in nature. Practitioners offer children opportunities to investigate the properties of different materials such as sand, water, soil and paint to promote their experimental skills and encourage them to ask questions about their environment. They are given natural materials such as cones and conkers to weigh and measure and they enjoy using the binoculars to look for changes or features across the field. Children are encouraged to name parts of their body when singing action songs. They are encouraged to understand the idea of past and present and to remember things that have changed from babyhood. They talk constantly about the knocking down of their old playgroup and look forward to seeing the new playgroup develop. Practitioners provide lots of opportunities for children to sequence events as they recall their activities such as the train journey when they remember the number of tunnels and stops. Children develop an understanding about key roles of people in the community through visits from the fire-fighter, train driver, and doctor and they are encouraged to use this in their role play. Children experiment with materials when making models of mice, and when involved in creating their collage. Staff encourage them to solve problems and make decisions when making tracks from their vehicles.

Shortcomings

There are no significant shortcomings.

3.6 Physical development

Good features

Practitioners provide children with a good range of small tools and toys to handle in order to improve their manual dexterity. They are encouraged to handle small tools and objects such as spreaders, paintbrushes and beads in their everyday table top activities. Children have daily opportunities to play outside in the park and in the small paved area. Practitioners encourage children to develop different ways of moving; running, jumping, skipping and hopping. Children are provided with a good variety of play equipment, such as different sized balls and encouraged to use them in different ways so that they develop different skills successfully. They are able to develop good co-ordination skills by throwing, catching and kicking balls, for example, and improve the control of their bodies when playing on the climbing frame. Practitioners encourage children to listen carefully and follow instructions when playing games inside and outside. Children are encouraged to understand, appreciate and enjoy the difference between running, walking and jumping by moving in different directions and hopping and skipping during their music and movement session. Children are provided with some opportunities to peddle and push themselves around.

Shortcomings

The provision and range of large equipment is limited. Opportunities for children to begin to understand the effect that exercise has on their bodies as they move are limited.

3.7 Creative development

Good features

The playgroup provides children with many interesting opportunities to promote their creative development. The craft table is set up with a wide range of resources and tools for children to use freely. This freedom encourages children to make interesting choices about the techniques and materials they use to create their own images or objects. Children paint, print, cut and glue to produce a variety of creations, which they like to take home. Evidence from wall displays, such as the tree paintings, demonstrates that practitioners encourage children to produce individual pieces of art and to appreciate the work of others. Practitioners promote imagination and creativity and enhance the provision in the Playgroup by involving children in the design of the areas. In the area designated for playing with dinosaurs the children made green jelly and used it for a dinosaur swamp and play dough, twigs and leaves were used to create the forest for the dinosaurs to live in. A visit from a doctor or a train ride are examples of stimuli used for role play areas and children are encouraged to use the knowledge and understanding they gain to influence the creation of characters and situations in their role play. Children enjoy making music. They play a part in creating stories which help them to learn about language and they enjoy exploring and creating musical sounds on a variety of sound-makers in music area. Children have fun when exploring rhythm in music and they use their voices and a range of musical instruments to make different sounds in response to stories and songs. They are encouraged to find suitable movements to portray actions in songs and they can imitate movements such as the bunnies who hop, skip and jump before falling asleep.

Shortcomings

There are no important shortcomings.

4.0 The quality of educational provision

There is no significant difference in the quality of educational provision for 3-4 year-olds and for 4-5 year-olds.

4.1 The quality of provision for children's spiritual, moral, social and cultural development

Good features

The quality of provision for children's spiritual, moral, social and cultural development is good overall.

The values and principles which underpin the curriculum and the day to day life of the setting are based on a respect for diversity of beliefs, attitudes and cultures. The playgroup provides an ethos of inclusion and has worked successfully with many children with S.E.N although none are currently in attendance. Children respond well to staff who provide good guidance for appropriate behaviour and they work together towards shared outcomes, which are clearly understood by all. Opportunities to develop socially and morally are effective and impact very positively on the children's development. The children are kind and considerate to others and they share and cooperate in their play.

They are guided gently but firmly and sensitive issues are integrated into circle time and topic work. Cultural awareness is promoted through an appropriate range of activities and through the use of various resources in their work and play. The culture of Wales and its traditions is suitably incorporated into the playgroup's work, basic language is used daily and the St. David's Day celebration gives children the opportunity to dress in national costume and make welsh cakes. Other festivals from different countries are celebrated as they occur during the year. Christmas carols and songs for different celebrations in English and Welsh are performed confidently by the children at concerts which are very well received by the parents.

Shortcomings

Practitioners do not use incidental Welsh consistently. Opportunities are sometimes missed to provide for and extend children spiritual development.

4.2 The quality of planning for children's learning

Good features

The quality of planning for children's learning has good features which outweigh the shortcomings. Planning makes appropriate reference to the Framework for Children's Learning for 3-7 year olds in Wales. There is a good balance of activities offered across the seven areas of learning and an effective balance of child-led and adult-led activities. Staff work together to plan activities within the different topics to ensure that children have equal access in all areas. The programme of medium term planning follows a half- termly topic approach with weekly activities which are planned on a daily basis. Suggested Learning outcomes are referred to and they sometimes include different activities for children at different stages of development. Boys and girls are treated equally and the topics sensitively promote racial equality and respect for diversity. Planning includes the use of resources and they are effectively set up so that children can make choices within structured activities and free play. The resources are different for each topic and vary according to the interest of the children who often choose to follow a different direction than that anticipated by the staff. This helps to maintain good levels of interest and enthusiasm. Planned activities are modified to meet any specific needs and support is given sensitively and appropriately. Planning indicates opportunities for continuous provision, enhanced provision and focused tasks and also allows for flexibility to accommodate individual interests and daily happenings such as a child's birthday or a special visitor. Weekly planning is evaluated and the practitioners discuss outcomes of activities informally as they get together to prepare the following week's work.

Shortcomings

Learning outcomes do not include sufficient detail in all areas of learning. Evaluations do not consistently feed into the forward planning for individual children so that particular skills are focused upon. The planning for the use of the outside, mainly the park, is insufficient as it does not include learning outcomes or ensure progression of skills.

4.3 The quality of teaching

Good features

The quality of teaching is good overall. The playgroup has a calm, purposeful atmosphere and all practitioners work very well together as a team to support children's progress, achievement and wellbeing. Practitioners have excellent relationships with the children and their families and this is strength of the setting. Staff are suitably qualified and teaching sessions are based on a secure knowledge and understanding of the seven areas of learning. There are plenty of opportunities provided for children to learn through play and active involvement and the environment in the setting is suitably stimulating. The children are excited and enthusiastic in their responses to tasks such as making a magical train journey and they are well supported in their learning. The care, support and guidance given to all children is very good and the adults set appropriate expectations to ensure that children are safe and secure. There is an appropriate variety of resources which are adequate. The use of visits to the train station for example and the visits by the friends of forest farm and other visitors positively reinforce the teaching. Practitioners offer lots of opportunities for the children to contribute to conversations and to effectively develop their language and skills across the areas of learning. They use effective strategies when encouraging children's involvement and extending their learning. Practitioners are very skilled at intervention and the use of questioning is a good feature in promoting the development of thinking skills in all areas.

Shortcomings

Opportunities to learn in a stimulating environment with an appropriate range of resources in the outdoors are limited due to the temporary accommodation and the physical lay-out of the building.

4.4 The quality of assessment and recording of children's progress and reports to parents and carers

Good features

The quality of assessment and recording of children's progress and reporting to parents and carers is good. Information is gathered about what a child can do on entry to the playgroup. Appropriate assessments are carried out by practitioners and parents contribute by providing information on the registration form regarding their children's skills in areas such as physical, social and emotional development. This baseline is used to track the progress of the children through their time at the playgroup to their transition into school. Records of achievement are kept in the form a child profile, a good system, which is in the early stages of development. The profile tells you what the child can do and tracks the progress of each individual. The next steps in learning are included, following an evaluation of the field notes made on the children during the session. All members of staff are involved in observing the children either through focused planned observations or by general observations of the development and progress of the children during their play. Comprehensive field notes are made by all practitioners. The information is shared informally during staff discussions.

Photographic evidence is collected as record of coverage of the different skills and activities and these are displayed for parents and children to view. Parents are kept informed about their child's progress throughout the year and targets are shared with parents on an informal basis as parents discuss their child's development and needs on a daily basis or as appropriate. A summary report is presented to parents at the end of the year. These reports are of a good standard and give a clear picture of what each child can do. They include photographic evidence to exemplify certain skills. This information is passed on to the different Primary Schools with whom the playgroup has established close links.

Shortcomings

There are no significant shortcomings.

4.5 The quality of relationships with parents, carers and the community

Outstanding features

The quality of relationships with parents, carers and the community is good with outstanding features. Links with the community are outstanding and support from groups such as Friends of Forest Farm (a conservation group) and sponsorships from various local firms contribute to developing children's learning. The use of visitors and the use of the locality is an outstanding feature of the playgroup and first hand experiences, such as the preparation for and participation in the local festival, impact positively on the development of skills. Relationships with parents are outstanding. The community playgroup is run by a management team of parents, elected by the parents, ensuring that decisions made by the management team are implemented. This committee employs the staff and works exceptionally hard to raise substantial funds and running costs enabling the playgroup to function. All parents are part of the rota of staffing and two volunteer parents support staff on a daily basis thus ensuring that everyone is well informed about the educational provision of the playgroup.

Good features

Parents and carers are provided with information through newsletters and the notice board is used effectively to display topic work and books of children's work. The seven areas of learning are referred to and examples of play activities are included to encourage parents to support and to reinforce their children's learning. Children enter the playgroup throughout the year and they are invited to visit the playgroup prior to their child starting. The ratio of adult to child is very good thus ensuring that practitioners can work on a one to one basis if necessary as they help the children settle in. Parents have face-to-face discussions with staff on a daily basis to discuss any particular problems. All parents returned the pre-inspection questionnaires and responses indicate very strongly that parents are happy with their relationship with the setting and value the care of the staff. Many comments relate to the good quality of children's learning.

Shortcomings

There are no shortcomings.

4.6 The extent to which the setting contributes to children's wellbeing

Outstanding features

The playgroup makes an outstanding provision for promoting children's wellbeing. In discussion and through comments on the questionnaires, parents state that they are appreciative of the way adults demonstrate care and concern for their children and they trust the total transparency of the setting. They are confident that they would be contacted immediately should anything be amiss. The bond between the adults in the playgroup, the children in their care, together with that of their parents is a very special feature.

Good Features

There are a range of policies in place that include anti bullying and first aid training. Procedures are well-documented, contributing to children's wellbeing and these are readily available for staff and parents and are reviewed annually. All practitioners clearly follow the policies and procedures throughout the daily routines in the playgroup. Risk assessments are carried out for the trips and visits and also for the field and the park on a daily basis. Procedures for reporting accidents or illnesses to parents are firmly embedded in practice. The manager is the designated co-ordinator and all practitioners are trained in Child Protection. There are appropriate security arrangements in place which ensure that entry cannot be gained if unannounced. The children are well supervised at all times and they are encouraged to reflect and to understand the effects of non-compliance with acceptable behaviour. The setting is very effective in promoting positive and safe behaviour. The children are open and receptive to their environment and to new activities, situations and people. They are happy and relaxed when engaged in activities and play and they have lots of opportunities for physical activity both indoors and outside. Children are developing an understanding about the importance of healthy food and hygiene and the playgroup achieved the Gold Standard Healthy Snack Award in 2008 as part of Health Challenge Wales. Practitioners make detailed observations of children's level of well-being as part of their ongoing assessments and areas are identified where children may benefit from different activities or resources.

Shortcomings

There are no shortcomings

4.7 The quality of the leadership and management of the setting

Good features

The quality of the leadership and management of the setting is good. The managers of the playgroup have clear aims and values, which are shared and understood by all. These promote equality for all, and are articulated in the numerous policies and are apparent in the daily practice. All staff have particular responsibilities and they work well together as a team. Practitioners know their particular responsibilities and daily routines run very smoothly. The chairperson of the management group meets with the staff every term to discuss the progress within the playgroup and any new targets are shared. Professional development comes mainly through training provided by W.P.P.A. which is linked to the targets identified during staff appraisals.

The managers carry out self-evaluation of the quality of provision in the playgroup mainly through the use of the Early Childhood Environment Reality Score. This booklet, provided by the local authority, is a useful starting point for focusing on areas identified for improvement. Managers also evaluate informally, through self-reflection as they observe the practice in the setting. Areas for development are prioritised and appropriate training is given, through courses organised mainly by W.P.P.A .and some by the Local Authority. The managers have developed good relationships with local partnerships and with the Local Authority and the advisory teacher has helped to identify some targets for improvement for example Welsh language and new resources. Resources and accommodation inside the setting are well used and the dedication and hard work of the staff in ensuring that the difficulties linked to moving to the temporary building have not impacted adversely on the children's learning is a commendable feature of the team.

Shortcomings

The approach to the identification of strengths and areas for development is not systematic and clearly focused in order to set and prioritise targets for improvement.

4.8 The progress made by the setting in implementing the key issues for inspection identified in the last inspection report

This is the first Estyn Inspection.

5.0 Recommendations

The setting needs to:

continue to develop the effective child profiles and to use the outcomes to inform short term planning to include specific skills for individuals and groups of children in the areas of learning.

develop a self evaluation system that is clearly focused to set targets for improvement.

improve provision for Welsh Language Development and to promote a consistent approach by all staff.

The provider must draw up an action plan within 40 working days, or 45 working days if the plan needs to be translated to or from Welsh, showing how the issues identified above will be addressed. The action plan must be given to all parents/carers with a child at the setting. A copy of the action plan must be sent to the Chair of the Early Years and Childcare Partnership or Children and Young Peoples' Partnership, as appropriate, and to the Local Authority. An evaluation of the action taken will form part of the next inspection.