

# Sandon Cygnets Group

Inspection report for early years provision

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<b>Unique reference number</b>	146865
<b>Inspection date</b>	15/10/2008
<b>Inspector</b>	Anne Wesley
<b>Setting address</b>	Sandon JMI School, Sandon, near Buntingford, Hertfordshire, SG9 0QS
<b>Telephone number</b>	01763 287 238
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<b>Type of setting</b>	Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## **Description of the setting**

Sandon Cygnets Group is a committee run pre-school and opened in 1988. It operates from the school hall within Sandon JMI School and is fully accessible for the disabled. The hall is also used as the dining room for the school. Sandon Cygnets use the enclosed outside play area as dictated by the school timetable and share the toilets with the infants.

A maximum of 24 children may attend the group at any one time. The pre-school is open Mondays, Wednesdays and Fridays from 09.00 -11.45 during the school term. There are currently 9 children aged two to four years on roll. Of these, five receive funding for early education. Children attend for a variety of sessions. The setting welcomes children with learning difficulties and/or disabilities and those who speak English as an additional language.

Three members of staff work directly with the children. All have early years qualifications, two to NVQ Level 3 and one to Level 4. The pre-school is a member of the Pre-school Learning Alliance.

The setting is registered on the Early Years Register and both parts of the Childcare Register.

## **Overall effectiveness of the early years provision**

This is a good, fully inclusive, setting where all children are welcomed and make good progress towards the goals expected for their age. Children are safe and secure at all times and enjoy learning. There is a wide range of activities, with an appropriate balance of those that are led by an adult and those that the children choose for themselves. Parents are extremely happy with the pre-school and appreciate the friendly and helpful staff.

The pre-school maximises the shared facility. However their use of the outdoor area is restricted by the school's timetable and the children's independent access to resources is limited as a result of the shared use of the school hall. The playgroup has good capacity to maintain its continuous improvement.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- begin a formal system of self evaluation involving all staff, the management committee and parents
- ensure children have continual access to the outside area

## **The leadership and management of the early years provision**

The playgroup is well led and managed. Staff have specific roles and responsibilities within the group. Consequently, children know who to go to and parents are happy that their child has a key person who assesses their learning and progress. Children's welfare is given a high priority. The staff take great care of the children and ensure that they are safe at all times.

Current safeguarding requirements are fully met and all adults have completed the appropriate checks. Policy documents are current, have been signed by staff members and include dates when they should next be revised. Photographs and notes of observations are made to record the children's progress. Key workers use their assessments of their children's needs to inform the following week's planning. This has added to the children's interest and enjoyment in the activities and so improved progress even further. These assessments are collated into individual 'Learning Stories', which also indicate the next steps for the progress of the child. Parents comment that they are kept very well informed about their children's progress especially as a result of the recent parent consultation evening. Liaison with Sandon Primary School is very good ensuring children transfer well into the reception class. The good relationship with school means the playgroup is able to function well despite the restrictions of operating in the school hall. The manager of the setting is constantly looking for ways to improve the provision. The drive to improve is shared by all staff, which means that there is a good capacity to improve further. As yet the manager has not begun to systematically review the practice in the setting, currently there is no formal self evaluation of the setting's effectiveness. The recommendations raised by last report all have been met.

## **The quality and standards of the early years provision**

Each session quickly engages children as they choose initially from adult-led activities. The children are encouraged to make their own choices from the other activities offered. They are confident and self-motivated but the opportunity to make independent choices of resources is restricted because these are stored outside the hall area. All areas of learning are covered, so that children learn the skills that they will need for the next stage in their learning. They make good progress during their time in the playgroup, because there are many interesting activities for them to experience. These are usually tailored to their specific needs as a result of careful assessment of their ongoing progress. It also ensures that all children delight in their learning and their enjoyment is evident all the time. The children particularly enjoy snack time when they participate with confidence and their social skills are strongly promoted. Letter sounds, mathematical ideas, harvest festivals, healthy food and how it feels to be in church were all discussed during the session observed. Children made very valuable contributions to the conversation, and the older children listened patiently to the younger ones. The outside area is very well equipped and used for a large part of each session; however, free access is not possible at all times because of the adjacent class' needs.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Good

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	Good
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Good
How well does the setting work in partnership with parents and others?	Outstanding
How well are children safeguarded?	Good

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	Good
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	Good
How well are children helped to stay safe?	Good
How well are children helped to be healthy?	Good
How well are children helped to enjoy and achieve?	Outstanding
How well are children helped to make a positive contribution?	Good
How well are children helped develop skills that will contribute to their future economic well-being?	Good

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website:  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.