



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 106029

DfES Number: 515316

### INSPECTION DETAILS

Inspection Date 23/06/2003  
Inspector Name Anne Legge

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Sidford Playgroup  
Setting Address Sidford Social Hall  
Byes Lane, Sidford  
SIDMOUTH  
Devon

### REGISTERED PROVIDER DETAILS

Name The Committee of U/A

### ORGANISATION DETAILS

Name U/A  
Address u/a  
u/a

## 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

Sidford Playgroup was established in 1971. It meets each weekday morning during term time, from 09.30 to 12.00 at Sidford Social Hall. There is also a lunch club each weekday except Thursday, from 12.00 until 13.15 and an afternoon session on Fridays, ending at 14.45.

Sidford is a village located on the northern edge of the coastal town of Sidmouth in East Devon. The playgroup meets in the village hall, using the main room, kitchen and toilet facilities and an outdoor play area is registered for a maximum of 26 children aged three to five years. Children who attend live in Sidford, Sidmouth, Sidbury and the surrounding rural area. The group receives early years nursery education funding for eligible children. There are currently 12 funded four-year olds and 19 funded three-year olds. Two children on roll have special needs and all children have English as their first language.

There are five staff, two of whom are qualified, and parents are asked to assist on a voluntary rota. The playgroup is an accredited member of the Pre-School Learning Alliance and teaching methods focus on learning through play.

### How good is the Day Care?

Sidford Playgroup provides satisfactory care for children.

The playgroup has the use of spacious premises and the indoor and outdoor areas are well organised to enable children to choose between available activities. There are plenty of resources for children of different ages and the staff provide a welcoming environment for children. Staff are suitably qualified and very experienced. Policies and procedures are very well organised and mostly appropriate.

Safety issues and security are given a high priority and staff carry out regular risk assessments, although fire drills are not regularly recorded. Children are taught good hygiene routines.

Staff plan an interesting and varied programme of activities, but sessions are not always sufficiently structured to ensure that children make progress in all areas of their development. Most children behave very well, due to the staff's calm and patient handling of their behaviour, but this is not always consistent.

Parents are provided with good information about the setting, through newsletters and the parents' notice board, but systems for sharing children's records with parents are not effective. The staff and committee work well together.

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

At the last inspection the playgroup agreed to complete vetting procedures for some committee members. All staff are now appropriately vetted and the committee's checks are in process.

The group agreed to check that all staff understand local child protection procedures and that training needs are identified. The leader has now satisfactorily completed a training course and child protection issues have been discussed at staff meetings.

The group was also asked to keep records of incidents and the action taken. Records have been kept but they are not in a suitable format and they have not been shared with parents.

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

- Sidford Playgroup has the use of a large, well maintained hall and an outdoor area. Staff organise the space well, using different areas of the hall for designated activities, and offer the children a welcoming environment where they enjoy playing. The playgroup has a very large collection of toys and resources for children to use.
- Staff are very careful to ensure that children are kept safe and secure at playgroup. Effective systems are in place to regularly review many aspects of safety and the premises are kept secure and monitored during sessions.
- Children are taught to become independent in carrying out good hygiene routines.
- Policies and documents are very well organised and all records are stored securely.

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

- systems to advise parents of procedures to follow if they wish to make a complaint;
- the organisation of activities to meet the developmental needs of all children;
- the frequency and recording of fire drills;
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- systems for requesting parental consent to seek emergency medical advice or treatment;
- staff consistency in dealing with the behaviour of all children and the system used to record significant incidents;
- procedures for sharing children's records with parents.

### 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 must take the following actions by the date shown

Std	Action	Date
12	make available to parents a written statement that provides details of the procedure to be followed if they have a complaint	01/09/2003

#### The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
3	devise a system for planning and implementing a suitable range of activities for children, which is appropriate for their stage of development and based on their individual needs
6	meet any recommendations made by the Fire Safety Officer, including carrying out and recording regular fire drills.
7	request written permission from parents for seeking emergency medical advice or treatment
11	keep a sufficiently detailed record of significant issues and share this with parents
11	ensure staff are consistent in their handling of the behaviour of all children
12	provide opportunities for parents to receive regular information on their children's progress

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

### How effective is the nursery education?

Sidford Playgroup offers acceptable quality provision although there are some significant areas for improvement. Children are making generally good progress in personal, social and emotional development, communication, language and literacy and physical development. However, their progress towards the early learning goals for mathematics, knowledge and understanding of the world and creative development is limited by some significant weaknesses.

Children participate enthusiastically in the activities offered to them and generally behave well. They are developing independence and play well together. The staff encourage their love of books and often sit with small groups in the book corner to share stories. They encourage children's physical development well through a range of indoor and outdoor activities. However, there are significant weaknesses in the teaching of other areas of the curriculum. The staff do not have a sufficient understanding of the early learning goals to enable them to set children appropriate challenges and extend their play to promote learning in all areas of the curriculum. Plans do not clearly identify the learning objectives for each activity and the detailed assessments records are not used effectively to plan the next steps for each child's learning. It is not clear from the long-term plans how all areas of the curriculum will be covered and consequently there are significant weaknesses in some areas of learning.

The leadership and management of the group is generally good. The committee and playleader meet regularly to exchange information and are generally aware of areas for development to improve the care and education of the children.

Parents have access to a variety of information about the group's activities and how some of them link to the early learning goals. However, there are significant weaknesses in the partnership with parents as they do not regularly exchange information about their child's development.

### What is being done well?

- Children are independent and participate in activities confidently and enthusiastically.
- Children's enjoyment of books is supported well by adults who read to them individually and in small groups.
- Children use writing for different purposes in many of their play activities.
- Staff encourage children's physical development well through a range of indoor and outdoor activities.

**What needs to be improved?**

- Staff's knowledge and understanding of the early learning goals
- Long-term plans, to show how all areas of the curriculum are covered
- Plans, to clearly identify learning objectives
- Use of assessment records to inform planning and share information with parents
- Partnership with parents, to encourage regular exchange of information and involvement in children's learning

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

The playgroup has made limited progress since the last inspection. Staff have developed some understanding of the early learning goals and this has enabled them to plan appropriate activities to support children's learning in some areas of the curriculum. However, it is not clear from the plans how all areas of the curriculum will be covered and how activities meet the learning objectives for all children.

Keyworkers compile detailed observation and assessment records which help them identify some next steps for children's learning. However, these records are not used effectively to ensure that planned activities meet the needs of all children and they are not shared regularly with parents.

Some resources and occasional themed activities are used to raise children's awareness of other cultures and beliefs.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children participate enthusiastically, are confident in their play and in selecting from the available resources. They are developing independence and play well individually and in small groups, negotiating and co-operating with their peers. They are also developing a good sense of self-awareness.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children enjoy books and frequently visit the book corner to listen to stories. They incorporate writing for different purposes in their play and use their developing language skills well to develop their role play and interaction with other. Themed activities offer children opportunities to explore the link between letters and the sounds they make although this is not a regular feature of their every day routines.

### MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children have access to a range of resources with a mathematical theme, but do not receive sufficient adult support to promote their understanding of mathematical concepts. They enjoy singing number songs and rhymes but do not have sufficient opportunities and guidance to begin to understand simple number operations such as adding and taking away.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Significant Weaknesses

Children enjoy participating in a range of theme-based activities which offer appropriate opportunities to explore different features of the natural world. However, they have limited opportunities to use information technology to support their learning and do not regularly participate in activities to help them develop a sense of time and place and an understanding of different cultures and beliefs.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children have many opportunities to practise a range of skills, both indoors and outdoors. They move around the hall and outdoor area confidently and safely and are able to use a variety of tools and equipment with increasing control. Children are sometimes encouraged to notice changes that happen to their bodies when they are active.

**CREATIVE DEVELOPMENT**

Judgement:	Significant Weaknesses
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Children have many opportunities to use different media and materials and to make music by singing and sometimes playing musical instruments. They enjoy dressing up and acting out stories with other children. However, many of their craft activities are over-directed and they do not have regular opportunities to express themselves freely using the available materials. Their role play is not extended further by the use of appropriate props.

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



## **OUTCOME OF THE INSPECTION**

The provision is acceptable but has some significant areas for improvement. Children progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

## **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- develop the staff's understanding of the early learning goals and the stepping stones towards them
- develop long-term plans to show clearly how all areas of the curriculum will be covered and ensure that activity plans clearly identify the learning objectives for children
- use assessment records appropriately to share information with parents, include their comments and to plan children's next steps for 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.*