



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 115366

DfES Number: 583003

INSPECTION DETAILS

Inspection Date	04/03/2004
Inspector Name	Christine Lynne Hodge

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Sidcup Baptist Church Playgroup
Setting Address	Sidcup Baptist Church Main Road Sidcup Kent DA14 6PA

REGISTERED PROVIDER DETAILS

Name	Mrs R Wickington
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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

Sidcup Baptist Church playgroup was established in the 1970's and is a committee church run group which is located in the hall of Sidcup Baptist Church, in the centre of Sidcup. It mainly serves families from the local community

Yvonne Parfett who is NNEB trained has been the Playgroup Leader since September 2002. Six other qualified members of staff are employed to work at different sessions.

The group shares the facilities with other organisations but has sole use of the rooms during hours of operation. There are two large rooms for play and an area for outside activities.

The group is registered for 32 children aged from 2 years to under five years, of whom no more than 6 may be aged under 3 years. It is open Monday to Thursday from 09:30 - 12:15. There are currently 27 children on roll. There are 13 three year olds, of whom 10 are funded and 12 four year olds, of whom 10 are funded. The playgroup currently provides support for several children with special needs. There are no children attending who speak English as an additional language.

The group is a member of the Pre-school Learning Alliance & receives support from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Sidcup Baptist Church Playgroup provides satisfactory care for children. The group offers a clean, secure and welcoming environment where children are happy and confident. Although staff pay good attention to children's safety, the small room used by the younger children for group activities is not really suitable. The play leader and her deputy both have a sound working knowledge of child abuse and are clear about their roles and responsibilities. A key worker system is in operation. Children with special needs in the group are well supported.

The playgroup provides a range of activities and equipment which are set out prior to children arriving at the group. Toys and books promoting all areas of equal opportunities are well resourced. Staff work well as a team and provide children with some stimulating and interesting activities. They sit with children at activities, join in their play and support their learning. Children play well together in small groups of twos and threes and are learning to share and take turns. However, there are times during the session when children do not seem to know what is expected of them. Staff do not consistently reinforce boundaries and children's behaviour is sometimes challenging and not very well managed.

Relationships with parents are good and this is reinforced by positive feedback from parents collecting their children and on the parent questionnaires. New parents are provided with a leaflet which gives detailed information about the group, termly news letters keep them informed about events and activities and a parent rota invites them to help at the group. At the present time there is no formal procedure in place for sharing children's developmental progress with parents, although there are plans to develop this in the future.

Documentation and record keeping is generally satisfactory although the operational plan and policies and procedures are insufficiently detailed.

What has improved since the last inspection?

At the last inspection the former play leader agreed to obtain written permission from parents to seek emergency medical advice, to keep a record of significant incidents and to review and update records and policies and procedures.

The admissions form now includes parent's consent to seek emergency medical advice/treatment, incidents are recorded in a book and policies and records were reviewed and updated by the new leader.

What is being done well?

- Children with special needs are well supported and staff work with parents and other agencies to plan and provide for children's individual needs.
- Children can choose from a wide range of activities and equipment. Staff sit with children, talk to them and join in their play.
- Activities and displays relating to themes are well organised. The nature table is attractive and interesting. The children enjoy taking part in a planting activity as part of the current theme of Spring.
- A good standard of cleanliness and hygiene is maintained within the playgroup.
- Partnerships with parents are well established. Parents are welcomed warmly into the group and are provided with clear and concise information about the playgroup.

What needs to be improved?

- written documentation in the form of a comprehensive operational plan and a complete set of policies and procedures
- the use of the premises for smaller group activities
- the provision of healthier snacks and drinks
- staff's knowledge and understanding about effective strategies for dealing with children's behaviour.

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	Expand the operational plan and include a complete set of policies and procedures.
4	Complete a risk assessment of the small room used for group activities and consider using other areas of the premises instead.
8	Provide children with a choice of healthier snacks and drinks.
11	Ensure that boundaries and playgroup rules are consistently reinforced so that children know what is expected of them.

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

How effective is the nursery education?

Sidcup Baptist Church Playgroup provides children and families with a warm and welcoming environment. The nursery education is acceptable but is limited by some significant weaknesses, however, children are making generally good progress in their creative development and in knowledge and understanding of the world.

The staff team provide a range of interesting activities, set out the hall to look welcoming and attractive, spend time sitting with children at planned activities and provide good support to children with special educational needs. Staff do not have a clear understanding of how to plan for children's progress in line with the stepping stones to the early learning goals and do not use children's assessment records to inform planning. Staff do not always manage children's behaviour effectively and the poor organisation of some resources and some group activities does not help children to understand what is expected of them.

The staff team work well together and have clear roles and responsibilities during the session. Staff meetings are held regularly and are used to plan future work and to discuss past topics. However, although staff are keen to continue to make improvements to the quality of the nursery education, there is no effective system in place to monitor and review practice, or to evaluate the effectiveness of the daily programme and staff do not routinely update their training.

Partnership with parents is generally good, the management committee includes two parent representatives and a parent rota encourages parents to take an active part in the pre-school session. Parents are given good information about the setting and this includes some information about the early learning goals. Newsletters keep parents up-to-date and they know that they can speak to their child's keyworker at any time. A system to ensure that all parents have information about their child's progress is not yet in place.

What is being done well?

- Staff plan a range of activities which help children to explore the natural world. Children have many opportunities to play with natural materials such as sand, water, clay and dough. Well planned activities such as planting bulbs, seeds and small plants help children to understand how things grow and how to care for the living things.
- Staff have relaxed and informal relationships with parents who are welcome to take part in the session on a rota basis. Coffee mornings and regular newsletters from both the staff and committee keep parents informed about themes, topics and planned events.
- The setting has a good programme in place to support children with special educational needs and the special needs co-ordinator ensures that children's

individual needs are understood by all staff.

What needs to be improved?

- staff's knowledge and understanding of how to plan for children's learning in line with the stepping stones to the early learning goals
- the strategies for effective management of children's behaviour
- the organisation of group times
- the organisation of art and craft resources to allow children to make independent selections in freely chosen work.

What has improved since the last inspection?

The last inspection, which was carried out when settings were working with the desirable learning outcomes, identified two key issues and the setting has made generally good progress in addressing these. One key issue was to ensure that weekly plans indicate how all the desirable learning outcomes are promoted. Staff now plan a weekly programme which ensures that all of the early learning goals are promoted, but they have not yet refined planning to ensure that children's progress is fully supported in all areas.

The other issue identified was to strengthen the partnership with parents. This has been addressed effectively and parents value the informal relationship they have with staff. However, one specific area is still outstanding. The setting was to put in place an effective system to ensure that children's assessments are shared with parents. There are plans to in place to introduce a week when parents will be invited in to talk to their child's keyworker and to look at their records.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Significant Weaknesses
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Children are able to settle at some activities, to show interest and to concentrate well with adult support. They are learning to share and to take turns and some older children are beginning to form friendships and to show kindness and concern for each other. Staff do not have high expectations of children's behaviour and boundaries are not consistently reinforced consequently children's behaviour is not always well managed, particularly during group times.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Significant Weaknesses
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Many children are confident speakers who engage easily in conversation. An attractive, well stocked book corner is provided, staff sit with children reading to small groups and to individuals and some older children handle books well. There are daily opportunities for children to use writing materials, however activities are pitched towards the younger children and plans do not indicate how older or more able children will make progress.

MATHEMATICAL DEVELOPMENT

Judgement:	Significant Weaknesses
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Children have opportunities to set, sort, match and compare and are able to use simple mathematical language to describe shape, quantity and size. There are too few opportunities for children to develop an understanding of number, counting and simple calculation through carefully planned and supported practical activities and plans do not identify how children will make progress in this area of learning.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children have good opportunities to explore natural materials such as sand, water, earth and wood shavings in daily activities and themed activities. Themes and topics encourage them to explore the natural world and their local community and help them to make links between different parts of their lives. A good range of construction toys provide opportunities for children to explore, design and build. Opportunities for children to learn about everyday technology are limited.

PHYSICAL DEVELOPMENT

Judgement:	Significant Weaknesses
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Children are able to use a range of climbing and balancing equipment with confidence and some children are beginning to show awareness of space. Children have good opportunities to use a range of tools and malleable materials which they do with growing skill and dexterity. Planning for children's physical development generally is unclear and support for the development of children's large motor skills is limited. Refreshments provided do not include sufficient healthy options.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children are able to explore a range of media and materials and to experiment with colour, shape and texture in a range of planned art and craft activities. However, free access to a wide range of materials from which they can make a selection for their freely chosen work is limited. There are good opportunities for imaginative play in the role play area and with small world toys and there are some opportunities to sing and make music. Planning does not identify clear learning intentions.	
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 staff's knowledge and understanding of the early learning goals and of how to plan for children's learning in line with the stepping stones
- improve staff's understanding of positive behaviour management
- review the organisation of group times to ensure that they are effective for all children and review and evaluate the organisation of resources for children's freely chosen art and craft work.

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.