



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 101543

DfES Number: 582934

### INSPECTION DETAILS

Inspection Date	05/11/2004
Inspector Name	Miriam Sheila Brown

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Shurdington Playgroup
Setting Address	Shurdington Social Centre Bishop Road, Shurdington, Glos GL51 5TB

### REGISTERED PROVIDER DETAILS

Name	The Committee of Shurdington Playgroup
------	--

### ORGANISATION DETAILS

Name	Shurdington Playgroup
Address	Shurdington Social Centre Bishop Road,, Shurdington Glos GL51 5TB

## 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

Shurdington Playgroup is well established in the local community. It is located in the community centre in Shurdington, a residential area to the south of Cheltenham. The group use the centres main hall and the enclosed outdoor area. The playgroup is run by a voluntary committee of parents and is open from 09.30 until 12.00 on Monday, Wednesday and Friday, during school terms.

It is registered to provide care for 24 children, aged between 2 and 5 years and accepts children from 2 years and 9 months. At present there are 18 children on roll and of these, 11 are funded three-year-olds. The group do not currently support any children with special educational needs although have experience in doing so.

Four members of staff work with the children, two of whom hold National Vocational Qualifications at level 3. One staff member is in the process of completing this qualification. Three staff have completed first aid and child protection training. Staff are assisted each session by a parent helper and are supported by the local authority early years advisor and the Playgroup and Toddler Association.

### How good is the Day Care?

Shurdington Playgroup provides good care for children. The premises are well organised, clean, welcoming and provide an attractive and stimulating play area for children. The range of toys and resources address children's needs effectively and are well used to assist in children's developmental progress. A new play leader has been appointed since the last inspection.

Safety issues are thoughtfully addressed and staff are vigilant in protecting children. All aspects of hygiene are well-met and accident and medication records are clearly documented. There is scope to improve the regularity of checks made on first aid supplies. The group provide a varied snack menu which is enjoyed by all the children and details of dietary requirements are clearly recorded. Staff have all received child protection training and demonstrate a good awareness of child protection issues.

Staff organise a wide range of activities and topic work around theme bases such as transport. These effectively support children in their all round development. Children of all ages enjoy a wide and varied range of play including daily opportunities to explore using the art trolley, although some elements of free play are limited. The group resources support all aspects of equal opportunity and are equally available to girls and boys. Support for children with special educational needs is good and staff work closely with outside agencies, parents and each other, to meet those needs. Children's behaviour is very good and staff are calm, consistent and supportive of all children.

Parents are offered good information about the setting through newsletters, the daily activity board, termly reports and informal discussion with staff. The rota system provides parents with good opportunities to take an active role in their children's development. All group policies are easily available and are comprehensive in the information offered. Parental feedback sheets strongly support the group and it's staff.

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

At the last inspection the group agreed to provide clearer policy documents for child protection, behaviour management and special needs. They also agreed to review the security procedures, to keep a record of visitors, seek some specific permissions from parents and to maintain more detailed attendance registers.

All of these points have been very well addressed, helping to ensure that children play in a safer environment and that parents are better informed about all aspects of the care provided.

Policy documents are detailed and displayed for parents to see. An alarm has been fitted to the inner door and the outer door is secured after children arrive. Visitors are asked to record their names and reason for visit and the registration system includes details of staff and children's attendance. Parents are requested to provide emergency medical treatment permission for their children.

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

- Staff manage children's behaviour in a positive and supportive way. They are consistent and calm and encourage all children to take part in group activities according to their abilities. Staff support new children very well, helping them to settle by providing lots of attention and affection. All interactions with children are expressed in a positive way and assist in developing their self-esteem and confidence.
- Use of the premises is well planned and organised to provide a stimulating and welcoming play environment for the children. Activities are set out prior to children's arrival and offer them a wide and balanced choice of play opportunities. Use of resources is planned to ensure that different opportunities are provided each session, effectively compensating for the hall to be cleared each day.

- All aspects of children's safety are well addressed. Staff are vigilant in supervising children and ensuring that access to the hall is monitored. The premises are clean and staff use appropriate procedures to protect children from infection.
- Parents are provided with good information about all aspects of the group. These include topic work, daily activities and policy documents, together with specific details of developmental progress. Parents take an active part in assisting in daily activities and the rota system is well supported.

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

- the regularity of first-aid box checks to ensure that it is well stocked at all times and meets Health and Safety (First Aid) Regulations.

#### **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.)**

Since 1st April 2004 Ofsted have not received any complaints about this provider.

#### **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
7	Ensure that the first aid box and its contents is checked regularly and complies with Health and Safety (First Aid) Regulations.

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

### How effective is the nursery education?

Shurdington Playgroup provides high quality nursery education and children are making very good progress towards the early learning goals in each of the six areas of learning. Children enjoy exploring and learning through a range of well planned play activities.

Teaching is very good. Staff have a secure knowledge of the Foundation Stage and early learning goals and how these are used to assist in children's learning. Staff plan each session and use of resources well, providing a wide range of experiences that are based on themes such as transport. They encourage children to make their own choices for play and a good balance of adult and child-initiated activities are provided each day. There is scope however to develop some aspects of free play and to encourage more able children to regularly demonstrate their writing skills. Staff are experienced in supporting children with special needs. They use very good behaviour management techniques and are calm, consistent and supportive in their approach. Assessments and observations are used well to inform planning and staff demonstrate a good awareness of individual needs.

The leadership and management of the setting is very good. The staff team work well together and are committed to ongoing improvement. Long term group development plans reflect this commitment. They regularly assess their own strengths and weaknesses through staff and committee meetings, feedback from parents, and outside agencies.

The partnership with parents is very good. Parents are provided with good information about the setting through regular newsletters, policy documents and notice boards. They are well informed about their children's progress through informal discussion, parent evenings and written assessments each term. Parents are encouraged to take an active role in children's learning during rota duties and specific topic work. Feedback from parents offer strong support for all aspects of group care and education.

### What is being done well?

- The provision of child-led art and craft work is extremely well organised. The 'art cart' provides children with a wide range of easily accessible resources which they use to make collage pictures, three dimensional models using recycled materials, draw, cut and stick using a variety of self-chosen tools.
- All aspects of group routine help to develop children's independence effectively. Staff encourage children to choose their own activity by providing an interesting and varied range each day. They are encouraged to dress themselves, help themselves to drinks and regulate their own behaviour by knowing the group rules for certain activities, for example four children in the sand at one time.

- Children's awareness of technology in their everyday lives is very well supported in group activities. They use cassette recorders unaided, stopping and starting the machines to change tapes and experiment with microphones. They use computers regularly, play with magnets and study insects using bug boxes. In role play children use telephones and a food mixer together with other items seen each day in their own homes.
- The programme for physical development provides a good balance of activities to increase small and large muscle control. Children play on wheeled toys, controlling their speed and avoiding obstacles. They climb through hoops, throw and catch bean bags and have many opportunities to use fine muscle control, helping to develop their hand and eye coordination.

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

- children's free play opportunities to explore mark making and mathematical activities
- one minor aspect of development for more able children in naming own work.

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

The group has made very good progress since their last inspection.

At the last education inspection in March 2001 the group agreed to update their planning and assessment systems and the information for parents, to ensure that they reflect the Foundation Stage early learning goals and stepping stones.

Paperwork used by staff and shared with parents now provides up-to-date information about the Foundation Stage and how it is used to assist in children's learning and development towards the early learning goals.

Planning is organised within the six areas of learning and activities link directly with the stepping stones. These stepping stones are recorded on individual assessment sheets which are completed by key workers and shared with parents each term. The playgroup brochure includes details of how children's learning is planned using the six areas of learning and the stepping stones.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
------------	-----------

Children separate from their parents and carers with ease. They happily and confidently choose their activities. Children play well together in small groups and enjoy sharing their achievements with staff. They are well behaved and have a good awareness of group rules for activities such as water play. Their independence in self care is developing well, for example, helping themselves to drinks and hand washing. Children have a good sense of being part of a local community.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
------------	-----------

Children use language appropriately to recall topic work, discuss the day and weather and talk about their special toys, at carpet times. They are beginning to hear initial sounds in words and read their names at snack times and on their coat pegs. Children treat books with care. They make marks in structured activities but opportunities to extend this into free play are limited. Children enjoy many activities which develop their hand and eye coordination, for example, threading beads.

### MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
------------	-----------

Children use number well in daily routines such as circle time. Many of them count to ten and beyond and some children recognise numerals to five. They enjoy number rhymes and use these to count backwards as well as forwards. They have a good awareness of mathematical language and use it appropriately in their play. Children compare and sort a variety of resources such as compare bears in adult-led activities but free play opportunities to support early mathematics are limited.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
------------	-----------

Children enjoy good opportunities to explore the natural world and watch changes, for example, making salt dough, growing cress and looking at autumn leaves. They have a good awareness of everyday technology and group routines support their awareness of time effectively. They have regular visits to the local primary school and enjoy visits from people in the local community such as the police. They celebrate each others birthdays and talk about family events.

### PHYSICAL DEVELOPMENT

Judgement:	Very Good
------------	-----------

Children have a good awareness of space and manoeuvre large equipment and themselves with care and accuracy. Their large and small muscle control is developing well. Children use a range of easily accessible tools and equipment such as small construction pieces, scissors, wheeled toys, hoops and bean bags. Their understanding of how to keep healthy is well supported by routine activities such as hand washing, snack time and topic work such as 'About Me'.

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Very Good
Children work together on group projects such as painting the rocket and individually creating their own pictures and models using self-chosen resources. They have a growing repertoire of songs and rhymes and have regular opportunities to move to pre-recorded music. Children use their imaginations well in role play and act out real and imaginary stories. They have good opportunities to use their senses in their play, for example, using perfumed playdough and painting to music.	
<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>	



## **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:
- free play activities to support mark making and mathematical development
- encouragement of more able children to demonstrate their writing skills.

*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.*