



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 106025

DfES Number: 513752

INSPECTION DETAILS

Inspection Date	17/03/2004
Inspector Name	Christine Slaney

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Sandford & District Playgroup
Setting Address	Sandford Parish Hall Fannys Lane, Sandford Credton Devon EX17

REGISTERED PROVIDER DETAILS

Name	The Committee of U/A
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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

Sandford and District playgroup is located in Sandford village hall. It is run by a committee of parents and children have sole use of the areas during sessions.

The playgroup is registered to provide 26 places for children aged between three years to under five years. It opens each weekday morning during term time, from 09.30 until 13.00, including a supervised lunch club for children who bring a packed lunch. At present there are 34 children on roll, including 19 funded three and four-year-olds. The playgroup many serves the local area which has a mixed economy. All of the children speak English as their first language. The playgroup also supports children with identified special educational needs.

At present there are four full time regular members of staff who work with the children. Joint co-leaders who have equal responsibility presently manage the playgroup. One has a relevant childcare qualification the other is due to start an NVQ level 3 in early years childcare and education. A further staff member is working towards an NVQ level 2 early years qualification in childcare and education and another member is unqualified.

The playgroup is developing links with the early years advisor teacher and very strong links with the local primary school.

How good is the Day Care?

Sandford and District Playgroup provides satisfactory care for children. The premises provide good space and staff work very hard to make the children and parents feel welcome for example there is a developing parents board and children's own work is attractively exhibited. The organisation of care is satisfactory although not all staff have suitable qualifications. There are suitable policies and procedures although these are not up-to-date.

Staff are interested in children. They listen to and support them. This results in

children who work well together and respond well to adults who are friendly and interact appropriately. Planning is completed as a team and this results in a suitable range of activities, toys and equipment which are age appropriate and overall provide satisfactory challenges to develop personal, social, emotional, and intellectual development.

The playgroup actively promotes safety and has taken suitable steps to ensure children are safe. Practical steps are taken to prevent the spread of infection and promote personal hygiene; for example, children spontaneously wash hands before snack time. There are good arrangements for the provision of drinks and snacks and there are suitable systems in place to ensure staff are aware of allergies. There is an appropriate understanding of special needs and equal opportunities although some staff are less knowledgeable about child protection issues. Overall Behaviour is appropriate during free play/child initiated play and more structured /focussed sessions in large groups for example physical play.

The partnership with parents is satisfactory and the playgroup is developing its relations with parents. For example, they have recently introduced a useful prospectus which provides all necessary policies and information about the setting. Time is used at the end of the day to discuss the children's day and progress.

What has improved since the last inspection?

Not applicable

What is being done well?

- Staff work hard to provide a stimulating environment. For example, the parents board has recently been developed to include some useful information and children's own work is displayed attractively .
- A café style snack bar ensures that children have good opportunities to access nutritious food and drinks for themselves.
- There is an effective parent committee that has introduced some new working practices; for example, an employed administrator, the introduction of recruitment procedures, questionnaires
- Children thoroughly enjoy free play activities. They are involved in their activities, and staff spend time listening to them and support them. Planning is completed as a team. This results in a suitable range of activities which overall are effectively linked to early learning goals.

What needs to be improved?

- The vetting process to ensure that staff/committee members working with children are suitable
- Staff qualifications to ensure the minimum requirements are met
- Policies and documentation to ensure they reflect the procedures of the

group

- Staff knowledge of child protection

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
1	Ensure that there are effective procedures in place for checking that staff/committee members are suitable to work with children.
2	Develop and implement an action plan detailing how at least half of all childcare staff will hold a level 2 qualification in childcare
2	Develop and implement an action plan that sets out how supervisor will achieve a level 3 qualification
13	Develop staff knowledge and understanding of child protection issues
14	Review and up-date all policies and documentation relating to sessional care activities

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

How effective is the nursery education?

Sandford and District playgroup offers generally good quality nursery education where children experience many valuable activities. Children are making general good progress towards the early learning goals in all areas of learning progress and physical development is very good. Overall the quality of teaching is generally good and staff have an appropriate awareness of the Foundation Stage of learning. However, some staff members are unsure of how activities can promote children's development. On the whole practical situations are used well to promote learning. The setting supports children with special needs appropriately and works with local supporting agencies. Staff have good expectations of children's behaviour. There is a suitable approach to assessments with several assessment systems in place. However, some staff are less clear how observations can inform planning.

Leadership and management of the setting is generally good. Staff meet regularly to ensure a commitment to quality and improvement. This results in suitable evaluations of sessions although there is insufficient emphasis for children in all areas of learning. Overall there are developing systems in place for monitoring and reviewing nursery practices, such as regular staff meetings although some staff are less clear about their own strengths and weakness.

The partnership with parents is developing and this now results in suitable systems for communicating with parents and these work well in practice; for example, newsletters and useful information on activities. Staff share day-to-day developments with parents at the end of each session. Parents are provided with a prospectus which continues some useful curriculum information.

What is being done well?

- Overall the quality of teaching is generally good as a result children are like to make suitable progress in all six areas of learning
- Staff have good expectations of children's behaviour and children are well behaved in both free play/child initiated play and more focused sessions.
- Overall practical routines are used well and this results in a good balance of focused and free play activities with a suitable deployment of staff in each area.
- Children thoroughly enjoy story time sessions and join in music and movement with great enthusiasm. This results in children who use space very well and use their bodies to show their enjoyment; for example dancing and balancing on beams and tapping to music with lolly pop sticks.

What needs to be improved?

- Staff knowledge and understanding of the Foundation Stage and how children learn through play
- The use of assessment to inform planning and ensure that all children are appropriately challenged
- Monitoring of the educational programme to ensure that all areas of learning receive sufficient emphasis.

What has improved since the last inspection?

Taken over all generally good progress has been made since the last inspection. There are now enough opportunities for children to use books, games and poems and this results in children who spontaneously use the book corner and thoroughly enjoy story time. Key worker groups and more focused sessions in smaller and large group situations now result in children who enjoy and experience varied activities. However, some staff are less clear of the learning outcomes for children. As a result of a new management team record keeping of children attainments and progress is still developing although some parents are now more fully aware that they can see their children records.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are developing in confidence and self-select from the suitable range of resources. They are developing appropriate relationships and overall most understand agreed codes of working in groups and expected routines for example circle time. Although in whole group activities some children can be easily distracted. Overall behaviour is good and there are good opportunities to develop independence skills particularly at snack time

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children are developing appropriate listening skills and answer their names. Some staff are skilful at gaining children's attention, they thoroughly enjoy story time. Some children use language well although situations like circle time are not used consistently to re-enforce vocabulary and sounds. Some children can write their own name and they have meaningful opportunities to practise writing in the shop area.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Overall practical routines are used well to promote children's developing understanding of numbers. Some staff use practical situations to good effect; for example, predicting how many children are present which results in a very good guess. However, meaningful situations like registration time are not always used consistently to re enforce understanding. Children accurately match shapes and colour and some are able to create a simple pattern and successfully identify the repeat pattern

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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There are developing opportunities to see things grow in the new nature garden. Children enjoy exploring play dough. They have suitable opportunities to construct and use information technology with confidence for example telephones and calculators. There are very good links with the local primary school for example looking at 'How we grow'. However, activities are not at an appropriate level for all children. There are appropriate opportunities to look at and discuss other cultures.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move confidently showing good co ordination and control, for example, on balance beams. They are able to show they can form a circle well and find a space. Team games such as obstacle races are used to good effect. Children's small muscles are developing well; for example, they use glue sticks successfully to create an Easter bonnet, which relates to the planned theme of spring and growing.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children talk about colour shape and form. They explore texture and smell independently, for example, when they examine play dough. There are appropriate opportunities for craft/creative activities. However, a wide range of resources is not freely accessible. Children are familiar with a suitable range of nursery songs and they thoroughly enjoy singing and dancing to the taped music listening and following taped instructions well.	
Children's spiritual, moral, social, and cultural development is fostered appropriately.	

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally 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: THE KEY ISSUES

- Increase staff knowledge and understanding of the Foundation Stage and how to promote children's learning in the six areas through play.
- Use assessments of what children can do to inform the planning of the next steps in their learning.
- Introduce a system to monitor the educational programme to ensure that all aspects of the six areas of learning receive sufficient emphasis over a period of time

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.