



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 129394

DfES Number: 546192

INSPECTION DETAILS

Inspection Date 14/09/2004
Inspector Name Sheila Harrison

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Sunnyside Community Playgroup
Setting Address Church Hall
Ivy House Lane
Berkhamsted
Hertfordshire
HP4 2PP

REGISTERED PROVIDER DETAILS

Name The Committee of Sunnyside Community Playgroup 299419

ORGANISATION DETAILS

Name Sunnyside Community Playgroup
Address Sunnyside Church
Ivy House Lane
Berkhamsted
Hertfordshire
HP4 2PP

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

Sunnyside Community Playgroup have been open for more than 15 years. It operates from one room and the foyer of a church hall in Berkhamsted. It serves the local area.

There are currently 21 children from two to five years on roll. This includes 13 funded 3 year olds and no funded 4 year olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs and who speak English as an additional language.

The group opens Tuesday, Wednesday and Friday during school term time. Sessions are from 09:15 until 11:45.

Five part-time staff work with the children. Two staff have early years qualifications to NVQ level 2 or 3. Two staff are currently working towards a recognised early years qualification. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Sunnyside provides satisfactory care for children aged 2-5 years.

The pre-school provides a warm welcoming environment. Staff have trusting and friendly relationships with the parents and children. They foster the children's sense of belonging through the successful settling in procedures and high staff ratio. The team works well together, they share a common purpose, are conscientious and use their time well to the benefit of the children. The policies have been reviewed. Staff are working towards suitable qualifications and wish to increase their knowledge of childcare and education issues.

The environment is comfortable, orderly and generally safe, although the range of risk assessments is limited. The pre-school is well resourced and children have a choice from a suitable range of pre-determined activities. Staff are aware they

should review the current practice regarding preventing the spread of infection.

Staff ensure a secure routine and manage the children effectively with the quality of their interaction, enhancing aspects of the children's development. Children appear happy and well behaved.

Parents have many positive comments about the pre-school including how well the children had settled and progressed. The committee is actively involved in the running of the setting and parents contributions of time and resources are valued.

What has improved since the last inspection?

At the last inspection the provider agreed to develop an action plan detailing how they will meet the qualification for half the staff to be qualified. To obtain the special needs Code of Practice and the local area child protection procedures.

The deputy has achieved her NVQ level 2 and is due to start the level 3 qualification. Two new members of staff are booked to start a basic introductory course. The group have obtained information on special educational needs and the local child protection procedures.

What is being done well?

- Staff build warm and trusting relationships with the children. They provide a suitable range of worthwhile activities responding to their interests, helping them to progress, settle and leave their main carer confidently.
- Staff have an effective working relationship with the parents and are aware of the importance of good two way communication on a daily basis. Parents are encouraged to give information about the child's achievements when starting pre-school. They are provided with regular newsletters and information on the current topic. Staff are sensitive to the needs of parents when working with other professionals.
- The staff team works well together. They share a common purpose and are committed to evaluating their practice through discussion and training. Staff have initiated changes to the policies, plans and development records.

What needs to be improved?

- risk assessments for the premises and procedures undertaken within playgroup including recording systems for the collection of children
- general hand washing procedures.

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
6	Develop risk assessments for the premises and procedures undertaken within playgroup including recording systems for the collection of children.
7	Ensure good hygiene practices are in place regarding hand washing.

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

How effective is the nursery education?

The provision of nursery education at Sunnyside is good. Children are making generally good progress towards the early learning goals.

The quality of teaching is generally good. Staff are developing an understanding of the Foundation Stage and are introducing a balanced curriculum with a suitable range of interesting activities. Planning is normally linked to the stepping stones. Staff are starting to observe the children, recording their progress, and linking this information to future planning. The activities and routine are loosely evaluated in line with the six areas of learning.

Staff make appropriate use of time working directly with the children. They provide an inviting environment, effectively supporting children through the key worker scheme. Staff praise and encourage the children in their play, helping the children to understand acceptable behaviour. They are well deployed encouraging the children's concentration and listening skills. Staff provide sufficient and varied resources ensuring children are fully occupied. However, the accessibility of the resources does not fully allow children to develop their ideas, explore or progress in their learning.

Staff have strategies to support children with special educational needs and are developing their knowledge of the Code of Practice.

Leadership and management are generally good. The committee, supervisor and staff are committed to training and professional development. Information from the evaluation of the session, staff meetings and regular informal discussions are used to monitor and improve the quality of care and education.

The partnership with parents is generally good and contributes positively to the children's progress. Parents are encouraged to be involved in their child's learning during their role as parent helper and through the information supplied in the newsletter. Parents are informed of their child's key worker and of their child's achievements verbally.

What is being done well?

- Staff manage the children's behaviour carefully. They act in a consistent manner using positive methods of rewards and praise, enhancing the children's development to share and take turns. The staff are skillful role models using appropriate praise and encouraging good manners.
- Staff have become a consistent and strong team. They are committed to developing the provision through regular team meetings, planning and further training. This ensures the children are well supported, confident and fully occupied.

- Effective support is given to children with special educational needs which helps them work steadily towards the individual learning goals.

What needs to be improved?

- staff's knowledge and understanding of the Foundation Stage and early learning goals including linking the planning and assessment systems
- effective use of resources to inspire children and encourage them to initiate their own learning

What has improved since the last inspection?

n/a

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children respond positively to staff and have formed good relationships with their peers and have a positive attitude to learning. They are fully involved in the interesting activities. Staff encourage the children to behave well and have an understanding of right and wrong. Staff help the children to develop their independence, take turns and share at snack time as they spread their own crackers and pass around the cups and fruit.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children talk confidently to each other, adults and in groups and are beginning to show an enjoyment of rhyme. They have chances to recognise their names. Staff provide a wide range of different style books to allow the children to practise handling books carefully. They are planning further improvements to the book area to display the books and make the area more comfortable. Children have chances to practise their pre-writing skills with different mark making equipment.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are confidently counting in their play. They count groups of children and on their fingers. They recognise various shapes and use positional language within stories. Resources for children to match and sequence colours are available with the Multi-Coloredo and colour pegs. Children explore weight and capacity with pasta play but have insufficient chances to repeat this successful activity. Discussion on simple division is missed at snack time with all the fruit prepared in the kitchen.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children gain an awareness of others when acknowledging various festivals and the clothing of others. Staff encourage them to be respectful. The group have strong links to the church with the Curate visiting occasionally. Children discuss their sense of time using the calendar and family events. They were encouraged to observe the weather, watching the wind in the trees. Children have access to very few technological toys or opportunities to investigate the properties of sand and water.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children have valuable opportunities to develop control over their bodies moving confidently with an awareness of others, such as marching, throwing and catching the bean bags, pedalling tricycles and use of the climbing frame. Some attention has been given to healthy eating although little on the changes to the body after exercise. They use a wide range of small-scale tools and equipment with increasing skill.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children have chances to explore the properties of colour. There is interesting and varied role-play with dressing up clothes attractively displayed by the staff. These areas are frequently changed to ensure children have a chance to take part in their particular favourite play. There are some worthwhile opportunities for children to explore their voices and experiment with musical instruments although few chances to listen to different types of music.

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

- improve staff's knowledge and understanding of the Foundation Stage and early learning goals including linking the planning and assessment systems
- make effective use of resources to inspire children and encourage them to initiate their own 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.