



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY257122

DfES Number:

INSPECTION DETAILS

Inspection Date 14/01/2005
Inspector Name Susan Victoria May

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Sandhills Playgroup
Setting Address C/O Sandhills Primary School
Terrett Avenue
Sandhills, Headington
Oxfordshire
OX3 8FN

REGISTERED PROVIDER DETAILS

Name The Committee of Sandhills Playgroup 1031309

ORGANISATION DETAILS

Name Sandhills Playgroup
Address C/O Sandhills Primary School
Terrett Avenue
Sandhills, Headington
Oxfordshire
OX3 8FN

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

Sandhills Playgroup has been in its current premises since 2003. It operates from the community hall on the site of Sandhills School in Headington. The playgroup serves Headington and the surrounding area. It has a secure enclosed outdoor play area.

There are currently 49 children from two to five years on roll. Of these 14, receive nursery education funding. Children attend for a variety of sessions. The setting is able to support children with special needs and children who speak English as an additional language.

The playgroup opens from 08.45 until 2.55 Monday to Friday term time only.

Six staff work with the children. Two staff have relevant early years qualifications. One member of staff is currently working towards a recognised early years qualification.

How good is the Day Care?

Sandhills Playgroup offers good care for children. The environment is stimulating, child centred and children are happy and secure. Activities and resources provide interesting and varied challenges suitable for the ages of children attending. All documentation and policies are in place. The staff work well as a team and all contribute to planning and implementing the activities, they provide good opportunities for children to progress in all areas of learning.

Effective deployment of staff provides the children with good support to ensure they are safe. The regular practice of fire procedures ensures the children evacuate the building safely. Staff clearly record children's special dietary requirements and demonstrate a good understanding of healthy eating. Staff encourage children to follow good hygiene practices, however, the hand drying provision is not suitable. Procedures are in place informing parents of accidents but staff do not observe confidentiality. There are good child protection procedures in place.

Staff provide a warm, caring, friendly environment in which children play and learn. They show a good understanding of the individual needs of the children, however, staff do not place enough focus on recording the younger children's development. Children respond very well to requests from staff. Effective systems are in place to support the welfare and development of children for whom English is an additional language and children with special needs in partnership with parents.

Staff have a good relationship with parents. Systems in place for sharing information about the provision include a variety of media such as newsletters, parent's notice board and daily verbal exchanges.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Good staff deployment and use of space ensures the children use the resources effectively. Appropriate grouping of children at story time provides opportunities for the different age groups to explore and experience activities that are suitable for their age and abilities.
- Staff provide stimulating and exciting toys and equipment and ensure they are presented in a way which makes them a fun, interesting, learning experience for the children. Children have good access to toys and resources, they treat them with respect, getting them out and clearing away carefully.
- Staff greet parents and children warmly on arrival. At children's arrival and departure, staff briefly discuss their child. The good relationships between staff and parents helps promote the children's learning and ensure they are cared for in accordance with parental wishes, in a friendly caring atmosphere.
- Staff consider snack and meal times an important part of increasing children's confidence and social skills; they are calm social occasions, which the children clearly enjoy.

What needs to be improved?

- the system for recording the development of younger children to assist with future planning based on their individual needs
- hygiene practices regarding hand drying
- the procedures to ensure confidentiality of accident and medicine details.

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.)

There are no complaints to report.

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
3	Devise and implement a system for recording the development of younger children to assist with future planning based on their individual needs.
7	Ensure good hygiene practices are in place regarding hand drying.
14	Devise and implement procedures to ensure confidentiality of accident and medicine details.

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

How effective is the nursery education?

Sandhills Playgroup provides high quality nursery education overall which enables children to make very good progress towards the early learning goals.

The quality of teaching is very good. Staff provide a wide range of interesting and stimulating resources. Staff deploy themselves effectively to ensure they are able to offer appropriate support to children's learning. Staff use effective questioning and dialogue to encourage and extend children's thinking. Staff have a sound knowledge of the stepping stones towards the early learning goals which aids the children's development in all areas of learning. However, they do not effectively outline the aims and objectives of the curriculum and how they will achieve them. Systems support children with special educational needs and for children whom English is an additional language. Staff are good role models and children are polite, considerate and respond positively to the high expectations and sensitive support of staff.

Leadership and management are very good. A strong staff team is in place, who are committed to providing a caring, well planned environment where children learn through a wide range of activities. The management team have not fully developed a system to support continuing professional development.

Partnership with parents and carers is very good. This contributes well to the children's learning. Staff inform parents about the activities and routines through verbal exchanges and regular correspondence. Staff share their observations about the children and help parents understand how they can support children's learning at home.

What is being done well?

- Children are happy, secure and curious, they are articulate and interact well with staff, they engage easily in conversation expressing personal preferences and making independent choices. Staff work hard to build children's confidence and develop their self-esteem.
- Staff provide very good activities to foster children's literacy skills for example, writing for a variety of purposes relevant to play. Children clearly enjoy books and there are many opportunities to increase children's knowledge and understanding of how to access information.
- Staff encourage good behaviour through example and attitude. Children are aware of the boundaries and expectations, this reflects in the response of the children to adult requests and in the way the children interact with each other.
- Children have the opportunity to count and use numbers regularly. Staff develop simple addition and subtraction through a variety of situations. Songs, rhymes and effective teaching methods promote and reinforce learning.

What needs to be improved?

- the planning to effectively outline the aims and objectives of the curriculum and how they can be achieved following the stepping stones towards the early learning goals
- the system to complete staff appraisals identifying areas for development, thereby contributing to the effective development of the provision.

What has improved since the last inspection?

The last inspection report is not available to show what key issues were raised or what progress has been made.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Staff give high priority to developing children's self-esteem, building their confidence in a relaxed and caring atmosphere where the children feel secure. Staff encourage good behaviour through example and attitude. Children are aware of the boundaries and expectations, they are polite, courteous and show consideration for each other and adults. Children have good access to resources and are encouraged to choose for themselves.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's speaking, listening, reading and writing skills are developing well through a varied range of activities and experiences, they are articulate speakers who engage easily in conversation. Staff provide very good opportunities for writing for purposes relevant to play. Staff use questioning and dialogue to extend children's thinking. Children have daily opportunities to identify their name and recognise letter sounds. Staff provide a range of suitable books which the children enjoy.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children show a developing understanding of numbers, staff provide opportunities to reinforce counting skills and number recognition during everyday activities. Children develop an understanding of addition and subtraction for example through games, songs and rhymes. Staff use comparative and positional language to increase children's knowledge. Older children can recognise simple shapes. Practical activities provide opportunities for children to develop their problem solving skills.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Through planned topics, simple experiments and activities such as planting and growing seeds, staff develop children's curiosity and understanding of living things. Children have opportunities to question why things happen and how things work and have access to programmable toys to increase their skill and understanding. Staff make opportunities for children to explore the local environment and visitors from the community further increase knowledge, for example, the local librarian's visits.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children demonstrate a clear understanding of their bodies; they understand the importance of remaining healthy and keeping themselves from harm. The provision and planned use of appropriate resources and activities, indoors and outdoors, extends and consolidates children's physical skills in a way they enjoy on a daily basis. Children are developing increasing control and co-ordination in the way they move around the indoor and outdoor areas.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children participate enthusiastically in imaginative play and stories; they enjoy adult-led songs and rhymes. They are encouraged to express their imagination through a range of planned activities including design, music and role play. Children are confident and capable with tools, learning new techniques and reinforcing skills on a daily basis. Opportunities to experience different materials are seen in their work, which show evidence of the wide range of materials used.

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

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:

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- the planning to effectively outline the aims and objectives of the curriculum and how they can be achieved following the stepping stones towards the early learning goals
- the system to complete staff appraisals identifying areas for development, thereby contributing to the effective development of the provision.

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.