



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 206874

DfES Number: 513353

INSPECTION DETAILS

Inspection Date	17/11/2003
Inspector Name	Angela Manning

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	St Oswalds Playgroup
Setting Address	St Oswalds School Mayfield Road Ashbourne Derbyshire DE6 1AS

REGISTERED PROVIDER DETAILS

Name	The Committee of St Oswalds Playgroup
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ORGANISATION DETAILS

Name	St Oswalds Playgroup
Address	St Oswalds School Mayfield Road Ashbourne Derbyshire DE6 1AS

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

St Oswald's Playgroup opened in 1987. It operates in one room attached to the local school. The group have access to toilet and hand washing facilities adjacent to the room and two outdoor play areas. The playgroup is situated in Ashbourne on the borders of Derbyshire and Staffordshire and takes children from both areas.

They are registered to receive Nursery Education Funding. There are 61 children on roll aged two years six months to four years old. Twelve 3 year olds and forty 4 year olds receive funding. There are no children attending with special educational needs or children who speak English as an additional language.

Seven part-time staff work in the playgroup, five have a recognised qualification. The setting receives teacher support from the Derbyshire Early Years Development and Childcare Partnership.

How good is the Day Care?

St Oswald's pre-school provides good quality care for children.

The staff provide a warm welcoming environment for the children. The children benefit from the staff working effectively as a team. An excellent interesting range of activities are provided which all the children are able to access. Staff and children communicate well with each other. Children are well behaved and respond well to staff's high expectations of them.

The staff provide an interesting healthy snack daily and ensure snack time is a social part of the pre-school session. Staff ensure children have a good understanding of hygiene practices throughout the session. Staff are constantly assessing the indoor and outdoor environment to help them provide safe and stimulating activities for children. The children respond well to the routine and the imaginative way it is implemented.

Parents are well informed and an important part of the pre-schools environment. A

parents rota operates and helpers are valued for their contribution to the pre school. Documentation and policies are well kept. However some detail regarding the complaints procedure is missing.

What has improved since the last inspection?

not applicable

What is being done well?

- Children are happy and secure in the staff's care. Children benefit from the high expectations staff have of them. A warm and stimulating environment is provided where good behaviour is expected.
- Staff work well as a team and make good use of the space available. Staff have a good relationship with the children and parents. Parents are welcomed and valued by the group. They work alongside staff and share their skills and interests with the children.
- Opportunities for parents to discuss their child's development and appropriate information about their child's day. Documentation is well written and clearly presented.
- The imaginative way in which the pre school routine is implemented. Staff spend the maximum amount of time possible with the children. Snack time is a social occasion where good table manners are encouraged.

What needs to be improved?

- the contact details for parents who have a complaint.

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
12	make available to parents Ofsted's contact details to be used if they have a complaint.

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

How effective is the nursery education?

Children are making very good progress in all six areas of learning. They have access to an excellent range of resources and are interested, excited and motivated to learn. Staff plan a wide range of themes and topics. Children learn about autumn, hibernation and visit the local community. Children's personal, social and emotional development is shown as they use manners and share negotiating whose turn it is. Children have many opportunities to explore, investigate, design and make from a wide range of resources. They plan, design and make models of their own gardens. Their fine motor skills are well developed, but there are few opportunities to develop these skills during snack times. The enclosed play area and school hall are well used to provide children with opportunities to develop their gross motor skills including balancing, and climbing.

The quality of teaching is very good. Staff are encouraging and committed to accessing training and the ongoing monitoring of planning and children records. Staff work well as a team. They have a comprehensive knowledge of the early learning goals. Staff talk and listen to children extending childrens knowledge and giving the children time to investigate and consolidate learning. There are limited opportunities for children to see new words they have learnt in print and to use reference books.

Leadership and management are very good. The management team are committed to the improvement of children's care and education. A very effective key worker system is in place helping staff to plan for children's individual needs. Well presented records clearly show children's stages of development.

Partnership with parents is very good. Parents are given information on the early learning goals and regular updates on their child's stage of development. Targets for learning are set and parents informed of ways to support their child's learning. A successful parents rota operates.

What is being done well?

- Children's personal, social and emotional development is excellent. Children are confident, sociable, interested and motivated to learn. Their behaviour is exemplary.
- Children enthusiastically learn about their surroundings and the wider community from the wide range of imaginative themes and topics planned by the staff. The group regularly have stimulating visits in the local community and invite people to visit them and share their knowledge.
- Staff work effectively as a team and access training. They regularly evaluate their practice and have action plans in place to help them continually improve practice.

- Effective planning and staff's good knowledge of the early learning goals enable children to learn through a wide range of activities. Staff are skillful in adapting themes and topics to meet children's individual needs and interests.
- Parents have access to very comprehensive information. Regular parents meetings are arranged and parents can discuss their child's progress at any time.

What needs to be improved?

- opportunities for children to develop their independence especially at snack time
- opportunities for children to see in print, the new vocabulary they are learning
- opportunities to use reference books.

What has improved since the last inspection?

The improvement to the setting since the previous inspection is very good. Parents are now regularly involved in the assessment process and receive regular information about their child's progress. Small group times are well developed with children having many opportunities to build on their writing skills and to record numbers. Resources have been developed to reflect other cultures and interesting topics help children learn about cultures and the world they live in. They also have regular opportunities to develop skills in technology.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested, excited and motivated to learn, confident to discuss issues in group time and at snack time. They have few opportunities to develop their independence at snack time. They respond well to requests to help tidy up and work well together in small groups. They develop good social skills and have a good understanding of right from wrong. They show interest and a sense of fun while making homes for hedgehogs. They have a good understanding of their local and wider community.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children interact age appropriately and confidently negotiate with each other throughout the session. They listen with enjoyment to stories linked to themes and respond with imaginative answers to adult questions about hedgehogs. They have few opportunities to use books to locate information. They have opportunities to mark make during free and structured play and to extend their vocabulary. There are few opportunities to see this vocabulary in print. Phonics are practised daily.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children have excellent opportunities to use and see number, count, describe shapes and measure throughout their play. They enjoy the links to themes such as "five spiky hedgehogs sitting on a wall". Many children count beyond ten and most recognise numerals to ten. During group time they recognise shape and colours. They have opportunities to weigh and measure while baking and to develop an understanding of adding and subtracting.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have many opportunities to explore, investigate, design and make during play. They make hedgehog homes and clay hedgehogs as part of the autumn theme. They have a good understanding of time, place and their wider community from the range of resources, themes and topics staff plan. Children are developing many skills using a computer and other resources including camera and calculators. They regularly visit the local community.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move with confidence and an awareness of personal safety around the rooms. They demonstrate fine motor skills being competent users of scissors and other tools. Gross motor skills are demonstrated as they throw, catch, balance and climb both indoor in the school hall and outdoors. They build with large and small construction toys. They learn about the importance of hygiene and know for example why they wash their hands before cooking.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children have access to an excellent range of media and material and their work is valued in the many displays around the room. They make observational drawings of fruit using different media including pastels and chalk. They create two and three dimensional models including designs and models of their gardens. They sing with enthusiasm. They use their imagination throughout their play, acting scenarios and including adults as they role-play in the imaginative area set up for them.

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:

- There are no key issues for improvement to report but consideration should be given to the following points;
- Review the organisation of snack time to ensure children have the opportunity to develop their independence
- Develop more opportunities for children to link the use of reference books and print to the activities provided.

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.