



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 139381

DfES Number: 512392

### INSPECTION DETAILS

Inspection Date	03/06/2003
Inspector Name	Janet Armstrong

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	St. Paul's Playgroup
Setting Address	c/o Sherbourne County Primary School Simons Road Sherbourne Dorset DT9 4DN

### REGISTERED PROVIDER DETAILS

Name	The Committee of St Pauls Playgroup Committee
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### ORGANISATION DETAILS

Name	St Pauls Playgroup Committee
Address	c/o Sherbourne County Primary School Simons Road Sherborne Dorset DT9 4DN

## 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 Paul's Playgroup was established 30 years ago. It is situated in the grounds of the old Sherborne Primary School in the town of Sherborne. The playgroup is based in a self contained unit, it serves the local community and works closely with local schools. It is a sessional playgroup, with charity status that is run by a parental committee of volunteers, they operate under the Preschool Learning Alliance constitution and have adapted their policies. The playgroup serves the local community and places are offered to children who come from a range of different backgrounds. Some have been identified as having special educational needs, but none of them have English as an additional language. The playgroup is in receipt of the Government funding and currently there are 32 three year olds and 23 four year olds that are funded. The playgroup is registered for 24 2-5 year olds. They are open term time only, Monday to Friday from 9:00 - 12 noon. Dependent on numbers, afternoon sessions from 13:00 - 15:30 are also offered. The accommodation consists of a foyer with access to toilet facilities, two play rooms. One houses a segregated kitchen area and is set up for imaginary and physical activities. The session is divided to allow the children opportunities to use both areas. The setting also has it's own tarmac outdoor play area that is securely fenced and gated. The playgroup employs a preschool leader who holds the Diploma in Preschool Practise and seven members of staff, three of whom are appropriately qualified and three members who are currently undertaking NVQ III in child care and education. One staff member is hoping to start NVQ II. St Paul's Playgroup is currently working towards accreditation with the Preschool Learning Alliance. Support and curriculum advice is given by the Early Years Partnership and Preschool Learning alliance.

### How good is the Day Care?

St Paul's Playgroup provides satisfactory care overall for children aged 2-5 years of age.

There is good organisation. Policies, procedures, documents and relevant records are all in place, they are reviewed regularly, easily accessible, understood and implemented well by staff. Staff work well together as a team providing a consistent

approach. They have good access to and make good use of regular child care courses.

Staff have a good awareness of safety both inside and outdoors. Through effective deployment, regular risk assessments and good supervision they are able to provide a safe environment for the children. There are good procedures in place to promote the children's personal hygiene.

A good range and balance of activities are provided to promote the children's learning in all areas. The children are able to choose their own activities and are supported well by staff. Children are well behaved, polite and have formed good relationships with each other and with staff.

There is good partnership with parents and carers. Parents are kept informed about the provision and their child's progress through informative notice board, regular newsletters and daily discussions.

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

No actions were raised at the last inspection.

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

- St Paul's Playgroup has strong leadership. The play leader is clear of her role and responsibilities and plays a key role in ensuring policies, procedures, documents and relevant records are reviewed regularly and accessible to staff as well as playing an active part in the sessions. There is effective staff deployment that enables good supervision of the children. Staff are well informed about their role through regular staff meetings and daily discussion and receive regular training opportunities. They work well together as a team and have formed good relationships with the children.
- There are good resources and equipment that are used well to promote the children's learning, they are easily accessible to the children and well maintained.

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

- information given to parents (about the regulatory body) should they wish to make a complaint.

#### **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
12	ensure parents have access to details of regulatory body.

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

### **How effective is the nursery education?**

St Paul's Playgroup offers good quality nursery education which helps children make generally good progress towards the Early Learning Goals.

Staff have good relationships with the children and promote positive behaviour consistently. Children respond to this well and behaviour is very good. Children enjoy a varied range of well planned activities, however some improvement could be made in extending challenges for children.

Planning and assessment is thorough and covers all areas of learning in detail. Staff have paid great attention to ensuring planning has been developed in to a system that works well for them. This is evident through activities carried out with children, and the way they are organised, supported and evaluated.

Leadership and management is good with clear support and direction from the manager. Staff work well as a team and are deployed effectively to support children well. Staff are dedicated to improvements and developments in the quality of care and education they offer.

Partnership with parents is good. Parents are kept well informed about the provision and their child's progress. Parent's have access to a good range of information to support this.

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

- -Children have good personal independence and are very well behaved and staff promote positive behaviour. Sharing is encouraged and children are aware of manners, being considerate and co-operating in group situations.
- -Planning is effective and well organised which results in an interesting range of activities for children.
- -There is good leadership and management. The playleader is clear about her roles and responsibilities and staff are deployed effectively, and work well as a team.

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

- -the challenges set for children through effective questioning, particularly in mathematical development.
- -the organisation and the availability of books within the environment to extend opportunities for children to develop book skills.
- -opportunities to explore the natural world and environment.

<b>What has improved since the last inspection?</b>
<p>St. Paul's Playgroup has made generally good progress since the last inspection. They have implemented the following:</p> <ul style="list-style-type: none"><li>-Good relationships have been developed with parents and parents are now well informed about children's progress.</li><li>-Improvement has been made in mathematics with children recognising numbers and counting confidently in a variety of activities.</li><li>-Improvements in language and literacy, with children showing an awareness of letters of the alphabet. Rhyme and pattern is fostered in rhyming songs and repetition of stories and words familiar to children, and the introduction of new words.</li><li>-Strong improvements have been made in teaching and assessment. Group sizing is managed well and staff are flexible with this to allow children choices. Staff are able to adjust activities for the more and less able children and plans reflect this.</li></ul>

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are making generally good progress in personal social and emotional development. Children have good personal independence and are well behaved, and share and interact well with one another. Children contribute with confidence at group and circle times. Some improvements are needed in ensuring children can develop independence throughout activities and at snack time.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Progress in communication language and literacy is generally good. Children can write their names and confidently sing and recognise rhymes. Children recall and relay personal and imagined experiences with confidence. The book corner is small and not presented to encourage children's use, it is only used when staff encourage it. Writing tools are only available in planned writing activities, which leads to missed opportunities for mark making in everyday situations.

### MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children are making generally good progress in mathematical development. Children are able to count in a variety of everyday activities and this is encouraged by staff. There is however room for improvement in ensuring children's mathematical thinking is challenged through everyday activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Progress in knowledge and understanding of the world is generally good. Children are able to access a good range of tools throughout most creative and practical activities. Children are developing a good awareness of themselves, their families and their home life. However, there is limited evidence of children exploring and investigating through practical activities.

### PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children are making very good progress in physical development. Children have very good co-ordination, physical ability and show confidence in physical activity. Children are aware of the importance of keeping healthy. Children can competently use and access a good range of tools, construction toys and materials such as playdough.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Progress in creative development is very good. Children access a good range of creative activities which help them develop in areas such as colour, texture, shape and space. Children use their imagination in many areas of play which is supported and encouraged by staff.	
<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>	



### **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**

- -Develop challenges set for children through effective staff questioning throughout all activities, with particular regard to mathematical development.
- -Improve upon the organisation and availability of books within the environment to extend opportunities for children to develop book skills.
- -Extend the opportunities given to children for them to explore the natural world and environment they live in.

*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.*