



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 509168

DfES Number: 515093

### INSPECTION DETAILS

Inspection Date 07/02/2005  
Inspector Name Janice Clark

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name St Mary's Church Playgroup  
Setting Address St Marys Church  
Church Road, Yatton  
Bristol  
Avon  
BS49 4HH

### REGISTERED PROVIDER DETAILS

Name The Committee of St mary's Church Playgroup Committee

### ORGANISATION DETAILS

Name St mary's Church Playgroup Committee  
Address St Mary's Church Playgroup  
St Mary's Church  
Yatton  
Bristol  
BS49 4HH

## 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 Mary's Church Playgroup opened in 1980. The group operates from the Chapter House, adjacent to the church. It is based in the rural community of Yatton, in North Somerset and is managed by a committee of the Parochial Church Council. Children have access to a large room, reception area, entrance hall and toilet facilities. The group opens Monday to Friday from 09.15 - 11.45 during term time.

The group offers care for children aged two years to five years. Currently 31 children attend throughout the week on a variety of sessions. There are 26 children receiving funding; 13 are aged three years and the others are aged four. The group is currently supporting children with special educational needs. There are no children attending who have English as an additional language.

There are seven members of staff working directly with the children. Four of these hold a level three qualification in early years. The group is receiving support from the Early Years Childcare Partnership and the Pre-School Learning Alliance.

### How good is the Day Care?

St Mary's Church Playgroup provides satisfactory care for children. Staff are available to welcome children and parents on arrival to the group. There are some displays of children's work. Space is sufficient for the number of children attending. They can play safely and unrestricted. The group has a range of toys and equipment suitable for most ages and stages of development. There is a variety of equipment set out for children to play. However, these are not always presented invitingly. Staff are not always deployed appropriately. Most policies and procedures are in place.

Staff are aware of potential hazards in the group. They take appropriate measures to minimise risks. Staff promote good health and hygiene practice with the children. However, not all toys and equipment are hygienically maintained. There is an effective system in place for the recording of accidents. The contents of the first aid box is not in keeping with requirements. Drinks are readily available to children and they have a nutritious snack mid morning. Staff are aware of the child protection

procedures.

Staff interact with the children, they are interested in what they say, they listen to them and question them appropriately. They provide interesting activities for them to enjoy. All children are included in all activities. Toys and resources reflect positive images of culture, ethnicity, gender and disability. Staff support children and their families with special educational needs well. They use a positive approach to managing children's behaviour. However, this is not consistently applied. Behaviour in the group is satisfactory overall.

Parents receive good information about the setting on entry to the group. Not all policies and procedures are easily accessible to them. They have opportunities to discuss their children's development and progress informally.

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

There were a number of actions raised at the last inspection, mostly regarding documentation. The group were also requested to comply with any recommendations made by the Fire Safety Officer.

Since the last inspection the group have devised a comprehensive operation plan. Policies, procedures and documents such as, the complaints procedure, Child Protection statement, the registration system and staff records are now in line with the requirements of the National Standards. However, the group have still to implement a lost child policy. Organisation plan is available to parents although policies and procedures are not easily accessible. The Fire Safety Officer's certificate is available. Staff are aware of the fire safety requirements in the group and are able to carry out their responsibilities appropriately.

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

- Staff are vigilant to ensure children's safety at all times. The entrance to the group is monitored at all times to ensure that children are unable to leave the group unescorted and that people who are not vetted do not have unsupervised access to the children.
- Children's differences are acknowledged and valued. The needs of the children are discussed on entry to the group ensuring that staff have a good knowledge about the children and their families and that their needs are being met.
- Staff have a positive attitude for caring for children with special educational needs. They support children and their families well. They work with parents and outside agencies to ensure that children's individual needs are being met. Children are encouraged to join in all activities.

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

- deployment of staff, to ensure that children are supported to choose a broad

range of activities

- resources, to ensure that tables and chairs are appropriate for their purpose, that imaginary role play equipment is extended and that toys and resources are presented invitingly to children
- contents of the first aid box, to ensure that they are in keeping with requirements, toys and equipment to ensure that they are hygienically maintained
- behaviour management, develop clear strategies to manage children's behaviour to ensure continuity throughout the staff team.
- policies and procedures, devise a policy to inform staff of the action to take in the event of a lost child, devise a policy for outings, ensure that all policies and procedures are easily accessible to parents.

**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**

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
2	Ensure that staff are deployed effectively to support children's choices in their play.
5	Ensure that tables and chairs provided for children's use are appropriate for their purpose, and ensure that toys and resources are presented invitingly for children.
7	Ensure that the contents of the first aid box are in keeping with requirements and that all toys and equipment are hygienically maintained.

11	Develop clear strategies to manage children's behaviour to ensure continuity throughout the staff team.
14	Ensure that all policies and procedures meet the required National Standards and that they are easily accessible to parents.

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

### How effective is the nursery education?

St Mary's Church Playgroup's provision for nursery education has some significant areas for improvement. Children's progress towards the early learning goals is limited by some significant weaknesses in the provision. The area for physical development is generally good.

The quality of teaching has significant weaknesses. Staff do not all have secure knowledge and understanding of the early learning goals and the stepping stones. They provide interesting, fun activities for children to enjoy. However, planning does not ensure that all aspects of each of the six areas of learning receive adequate, regular attention. The system for monitoring and assessing the children's progress towards early learning goals is not used effectively to inform the planning. Therefore, not all activities adequately support the needs of younger less able children or provide challenges for the children who are more able. Staff support children with special educational needs and their families well. All children are involved in all activities. Behaviour in the group is satisfactory.

Leadership and management has significant weaknesses. There is good communication between the play manager and the staff. Staff work well as a team. There is an annual appraisal system in place. However, training needs have not been identified effectively. There is no clear system in place to monitor the strengths and weaknesses of the education provision.

Partnership with parents is generally good. Parents find staff to be friendly and approachable and they are able to discuss any concerns with them. They discuss children's progress and development on an informal basis.

### What is being done well?

- Staff interact with the children, they are enthusiastic and caring. They are interested in what children say, they listen to them and question them appropriately.
- The group is committed to improving the provision. They work well as a team, are keen to develop professionally and are willing to share their knowledge.
- Children are settled into the group at their own pace. Parents and children's needs are taken into account and they are treated with sensitivity.

### What needs to be improved?

- staff's knowledge and understanding of the early learning goals to assist them in delivering a broad and balanced curriculum
- the settings ability to assess its own strengths and weaknesses to ensure

gaps in the education provision are highlighted and actioned

- the monitoring and evaluation of children's assessments and development records and how they are used to inform the planning of children's future learning to ensure that younger and less able children's needs are being met and more able children are sufficiently challenged
- curriculum plans to ensure that all aspects of the six areas of learning receive sufficient and regular attention.

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

The group has made limited progress since the last inspection.

The group has introduced a system of assessing the children that covers all six areas of the early learning goals. However, this is only partly effective as the system does not directly link to the stepping stones to ensure that children make good progress towards the early learning goals.

The special educational needs policy has been extended to include the DfES Code of Practice. The staff are aware of this practice and there is a special educational needs co-ordinator in place. The setting is committed to working with parents and outside professionals to ensure that all children's needs are being met.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Significant Weaknesses

Children happily come to the group. They grow in confidence as they learn to speak out in large groups. However, concentration and attention is not always sustained due to lack of interest and repetition of routine. Children have good relationships with adults and their peers. They begin to play co-operatively during a parachute activity. They learn to manage their personal hygiene. Independence is not further encouraged, for example, snack times or to make appropriate choices in their play.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Significant Weaknesses

Children enjoy singing a variety of songs and rhymes. They use language for thinking and for communicating in their imaginative play. They do not have regular story times or are encouraged to make full use of the book corner. Children learn the initial sounds of words and are encouraged to recognise their names. Some children are able to write their names on their art work. However, children do not regularly practice their writing skills or write for a purpose in their play.

### MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children learn to recognise numbers as they identify and record the date. They begin to develop an awareness of number operations through rhymes. They are not regularly encouraged to write numbers or count in their play. Older and more able children are not encouraged to solve problems in every day situations and routines. Children use mathematical language such as heavy and light as they weigh ingredients for cakes. They show an awareness of symmetry through art activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Significant Weaknesses

Children look at similarities and differences as they discuss and observe the weather, grow bulbs and explore the grounds surrounding the church. They do not have regular access to programmable toys or operate simple equipment. They begin to discover an awareness of their own cultures and beliefs and those of others through varied activities. However, children have insufficient opportunities to find out about their local environment or talk about significant events of families and friends.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children climb, slide and balance as the use a range of large physical equipment with care. They have access to wheeled toys however, they do not use these for a purpose in their play. Older more able children are unable to extend their physical skills by peddling. Children demonstrate an awareness of space during music and movement. They warm up before exercise and cool down afterwards. They develop manipulative skills as they use tools to manipulate and shape play dough.



**CREATIVE DEVELOPMENT**

Judgement:	Significant Weaknesses
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Children explore a range of media through various painting and collage techniques. They do not regularly access a variety of tactile materials such as, water and gloop. Children are not always creative in their art work due to an expectation of a pre-defined end product. They imitate and create movement in response to music and explore sounds of instruments. Children engage in imaginative role play such as, hospitals. Lack of some resources prevent them from extending these experiences.

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

## **OUTCOME OF THE INSPECTION**

The provision is acceptable but has some significant areas for improvement. Children's progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

## **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- develop the staff's knowledge and understanding of the early learning goals to assist them in delivering a broad and balanced curriculum
- develop a system to assess the strengths and weaknesses in the education provision to ensure that gaps are highlighted and actioned
- monitor and evaluate the children's assessment and development records to ensure that they are used to inform the planning of children's future learning so that younger and less able children's needs are being met and that older and more able children are sufficiently challenged.

*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.*