



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 139966

DfES Number: 512660

### INSPECTION DETAILS

Inspection Date 10/09/2003  
Inspector Name Denys Rasmussen

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name St Oswald's Playgroup  
Setting Address St Oswald's Church Hall  
Brocks Drive  
North Cheam  
Surrey

### REGISTERED PROVIDER DETAILS

Name The Committee of St Oswalds Playgroup 72946

### ORGANISATION DETAILS

Name St Oswalds Playgroup  
Address St Oswald's Church Hall  
Brocks Drive  
North Cheam  
Surrey  
SM3 9UW

## 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 has been operating for over 30 years, offering a service to local families in a residential area of North Cheam. It is located in St Oswald's Church hall and has the use of the hall and a room on the first floor.

There are currently 50 children from two years six months to four years on roll. This includes 23 funded three year olds and three funded four year olds. Children attend for a variety of sessions. The group support children with special needs.

The playgroup offers sessions between 8.50 and 11.50 Monday to Friday, plus an additional afternoon session 12.30 to 3.30 on a Friday, term time only.

Ten part time staff and one volunteer work with the children. All staff have early years qualifications. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP).

### How good is the Day Care?

The group provides good quality care for children. It offers a welcoming environment with experienced staff. Space available is used effectively. The consistent routine and continuity of staff ensure the children feel secure and settled. Staff roles and responsibilities are clear, however more information could be given to committee members about their responsibilities. Good interaction between staff and children help develop good relationships.

The group provide a good variety of play resources. The planned daily activities offer good learning and play opportunities. The busy, but organised, environment, together with the consistent behaviour management from staff, encourage the good behaviour of the children.

The children are encouraged to follow good hygiene practises and know when to wash their hands. There are good arrangements in place for first aid. There are no undue hazards so children are able to play safely.

Parents are well informed about the group and activities on offer. The group share information about the children at parent evenings, and include parental feedback for evaluation of the service offered . All paperwork is in place.

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

At the last inspection the group agreed to ensure all staff complete DC2 forms and return them to OFSTED, to put suitable arrangements in place for children to wash their hands, to have a written complaints procedure that includes OFSTED's details and to ensure child protection procedures are shared with parents.

All forms have been submitted to OFSTED, cold running water and bowls of warm water are provided for children to wash their hands. A written complaints procedure including OFSTED's details and child protection procedures are shared with parents on an information sheet.

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

- Staff are experienced and work well as a team.
- The group are well organised and space is used effectively.
- A good variety of resources are available.
- Good interaction with the children ensure children settle quickly.
- Comprehensive policies and procedures in place to ensure children's safety.
- All staff are first aid trained.
- Consistent managing of the children.
- Good information given to parents about the service provided and their children's progress.
- Relevant documentation well maintained.

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

- snack time, to include snacks that are healthy and nutritious.
- understanding of roles and responsibilities, to ensure committee members are given full information and guidance about their roles and responsibilities.

#### **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
8	Offer snacks that are healthy and nutritious.
12	Ensure committee members are given full information and guidance about their roles and responsibilities.

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

### How effective is the nursery education?

St Oswald's Playgroup offers good quality nursery education where children are making generally good progress towards the early learning goals.

Teaching is generally good. Resources are of good quality and well organised. Children's personal, social and emotional development is well supported through positive relationships and good individual support. Activities are organised to provide numerous opportunities for children to learn and communicate ideas through practical experiences, and progress in creative development is very good. Staff have an understanding of how children learn and of the early learning goals, and plans show weekly learning objectives for each area of learning. However, plans do not clearly demonstrate what activities will be provided and how they are expected to help children make progress towards the learning objective. Plans do not show enough opportunities to develop some aspects of children's physical development and literacy skills, and staff could provide more challenge for some children in areas of knowledge and understanding of the world and mathematics.

Leadership and management is generally good. The playgroup benefits from a well established staff group who work well as a team. Staff have clear roles and responsibilities and are generally supported to develop their experience through training. Systems are in place for evaluating and monitoring some aspects of the provision.

The partnership with parents is very good. Parents are well informed about events and activities at the playgroup, and are able to discuss their child's progress informally and at twice yearly parents' evenings. Feedback from parents is valued and taken into account by the playgroup.

### What is being done well?

- Children are confident, eager to try activities, and relate well to each other and to adults
- Children's progress in creative development is very good. They are given good opportunities to explore and express ideas and experiences through creative media.
- Parents are provided with good quality information about the setting and its provision and are encouraged to be involved in their child's learning.
- Resources are well used to create a variety of practical activities that support children's learning through hands on experience
- Staff work effectively as a team and are well managed

**What needs to be improved?**

- the planning of activities, so that plans clearly show the activities that will be provided and what children are expected to learn from them
- the opportunities provided for children to develop large motor skills
- the opportunities provided for children to begin linking letters to sounds
- the challenges provided for older/more able children in aspects of knowledge and understanding of the world and mathematics

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

Progress since the last inspection has been generally good. The book corner has been re-organised to create an accessible and attractive area that is well used by the children. Writing materials are now usually available in the role play area to encourage writing for a variety of purposes during free play activities. Local Authority assessment forms are now used for children leaving to attend school, and these forms cover all areas of learning. However, the original assessment record forms are still used for most of the children. Entries onto the forms and children's folder work is now dated, in order to identify progress over time.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children make very good progress in personal, social and emotional development. They confidently express their needs and views and show concern for others. Children have an awareness of the behavioural expectations within the setting and are able to support others. Older children are able to work well as part of a group and take turns.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children make generally good progress in communication, language and literacy. They talk confidently to each other and staff. Children show an interest in books and understand that print carries meaning and attempt to read from left to right and top to bottom. They listen and respond with enjoyment to stories. Some children recognise and can write their name. Not enough opportunities are provided for children to link letters to sounds.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children make generally good progress in mathematical development. They show an interest in number and counting and some children can count up to 10. Children solve simple number problems through good game based practical activities, and are using language to compare size, shape and quantity. Some opportunities are missed to extend activities to provide more challenge for older/more able children.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children make generally good progress in knowledge and understanding of the world. They show an interest in IT and can complete simple computer programmes with skill. Children build and construct with confidence with a variety of materials. They do not always have enough opportunities to explore and investigate and develop their understanding of other cultures and beliefs.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children make generally good progress in physical development. They are learning to use small tools such as cutters, rolling pins, pencils and scissors with increasing control. Children are learning about the importance of staying healthy and talk about how they can keep their teeth healthy. They use the climbing frame to climb, slide and scramble, but they do not get enough opportunities to practice other large motor skills such as running, throwing and using small wheeled vehicles.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children make very good progress in creative development. They participate enthusiastically in singing and music making. Children are confident to use their imagination in role play, music and creative activities and a good variety of practical opportunities are available to support their exploration and learning.

**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**

- evaluate systems for planning to make sure that plans clearly show the activities that will be provided and what children are expected to learn from each activity;
- provide more opportunities for children to develop large motor skills through activities that involve running, throwing and catching and using small wheeled vehicles;
- provide more opportunities for children to begin to link letters to sounds;
- increase the challenge for older and more able children by providing more opportunities for them to explore and investigate objects and materials, learn more about other cultures and beliefs, and extend their understanding of mathematical concepts.

*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.*