



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 109968

DfES Number: 584639

### INSPECTION DETAILS

Inspection Date 05/02/2004  
Inspector Name Deborah, Jean Watton

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name ST PAULS COMMUNITY PLAYGROUP  
Setting Address St. Pauls Hill  
Winchester  
Hampshire  
SO22 5AB

### REGISTERED PROVIDER DETAILS

Name The Committee of St Pauls Community Playgroup 1020155

### ORGANISATION DETAILS

Name St Pauls Community Playgroup  
Address 33 Trussell Crescent  
Winchester  
Hampshire  
SO22 6DY

## 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 Community Playgroup opened in 1981. It is a committee run group which operates in a church hall in central Winchester. The playgroup serves mainly the local area.

There are currently 26 children from two years, nine months to five years on roll. This includes 18 funded three year olds and 2 funded four year olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs and is able to support children for whom English is an additional language.

The playgroup opens five days a week during school term times. Sessions are from 09:30 until 12:00, Monday to Friday.

Three full time staff work with the children. The playgroup also operates a rota of voluntary parent helpers. Two members of staff have early years qualifications and the other member of staff is working towards a recognised qualification. The setting receives support from a teacher from the Early Years Development and Childcare Partnership.

### How good is the Day Care?

St. Paul's Community Playgroup provides good quality childcare. Staff make good use of space in the hall and in the outdoor play area. Children have easy access to a range of well maintained resources in a room which is decorated with their artwork and attractive posters. Staff know children well, they listen to their ideas and encourage their interests. All documentation is in place, requiring only minor updating.

Staff provide a safe secure environment for children and act as role models, demonstrating good hygiene practices. They provide nutritious snacks for children and talk to them about healthy eating. They discuss dietary requirements and special needs with parents in order to cater for individual needs.

Staff provide a balanced range of activities during freeplay and focus time, when children are grouped according to their ability for more adult led activities. They provide a good range of resources, including a wide range of books and toys showing positive images of gender and culture, however, resources reflecting positive images of disability are limited. Children respond well to praise and encouragement from staff, they co-operate in their play, sharing and taking turns and behaviour is very good.

The partnership with parents and carers is very good. Staff create a welcoming environment where parents are encouraged to discuss all aspects of their child's care. Parents receive regular newsletters and are informed about items of interest on notice boards.

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

Not applicable

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

- Staff provide a wide range of stimulating activities in a warm, welcoming environment. Children are encouraged to make choices about what they do and are keen to explore their surroundings.
- Staff are very aware of safety issues, providing a safe environment for the children in the playgroup and on outings through close supervision and regular risk assessment.
- Behaviour management is very good. Children learn right from wrong in a supportive environment where staff take account of each child's understanding and stage of development.
- The partnership with parents and carers is very good. Parents receive copies of the playgroups written policies and procedures and are invited to open days and parent evenings. They enthusiastically become involved in the day to day running of the group as parent helpers and committee members.

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

- policies, to ensure the admissions policy takes account of equal opportunities
- resources, to provide a wider range showing positive images of disability
- documentation, to ensure the complaints procedure includes details of Ofsted as the regulating authority.

#### **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
9	Review the admissions policy which currently excludes children who are not toilet trained. Provide a wider range of resources reflecting images of disability.
14	Update the complaints procedure to include contact details for Ofsted as the regulating authority and share this information with parents.

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

### How effective is the nursery education?

St. Paul's Community Playgroup provides good quality nursery education and children are making generally good progress towards the early learning goals. They are making very good progress in personal, social and emotional development, knowledge and understanding of the world and creative development with generally good progress made in communication, language and literacy, mathematical development and physical development.

The quality of teaching is generally good with staff providing a good balance of freeplay and structured activities, where children are grouped according to their stage of development. Staff operate a comprehensive system for assessing children's abilities which is used to plan for the next stage of their development. Staff provide opportunities for children to practise and develop skills across most areas of the curriculum. Behaviour management is very good. Staff develop children's concentration and listening skills, use praise and encouragement effectively and are consistent in their approach.

Leadership and management are very good. Staff work well as a team with clear information and guidance from the management enabling them to meet the needs of the children. There are effective systems in place for the continual assessment and development of staff and training is actively encouraged. The committee and staff regularly evaluate the provision, discussing and implementing changes to improve the care and education for all children.

The partnership with parents and carers is very good. They are well informed about the playgroup's policies and procedures through welcome packs, newsletters and notice boards. They receive helpful information about their child's progress through discussions with staff and during parents evenings. They are encouraged to be involved with their child's learning and the running of the playgroup by volunteering to help on the parent rota or as a member of the management committee.

### What is being done well?

- Children's personal, social and emotional development is very good. They develop caring relationships, make choices about what they do, have high self-esteem and are keen to learn.
- The staff team work well together. They know each child very well and clear communication enables them to effectively support and encourage children at their chosen activities.
- Behaviour management is very good. Children respond well to praise and encouragement, learning to co-operate, share and take turns.
- The partnership with parents and carers is very good. Parents feel welcomed into the setting to discuss every aspect of their child's development and to

take part in the daily routines.

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

- opportunities for more able children to develop handwriting skills
- opportunities for children to learn about addition and subtraction and to develop problem solving skills
- planned opportunities for children to practise and develop balancing skills and to use malleable materials regularly.

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

The playgroup have made generally good progress addressing five key issues:-

1. Offer a wider range of activities to promote mathematical skills, including calculating and practical problem solving.

The setting has purchased extra resources and planned further activities, however, the planning does not enable children to practise these skills frequently.

2. Improve activities to ensure that they offer challenge to all children, especially four year olds, encouraging them to learn and develop independence.

The setting have introduced focus time to each session, where children are grouped according to their stage of development, for adult led activities. Children are given responsibility for tasks during each session. As a result children are developing independence and improved skills in most areas of learning.

3. Extend opportunities for children, especially four year olds to recognise words, link letters and sounds, and to progress writing skills by learning to form letters correctly.

The setting has introduced name cards and letter of the week and staff encourage children to write their names on artwork. As a result, children now recognise their names and learn letter sounds, however, opportunities for more able children to practise letter formation are still limited.

4. Extend the programme of planning to promote all the early learning goals. Staff should use the stepping stones in planning to ensure activities enable children to build on existing skills and knowledge.

Improved assessment and planning systems now enable staff to record what children can do and plan appropriately for the next stage in their development in most areas of learning.

5. Improve the assessment system to include more detail about children's development. Identify individual needs and ensure all children participate in a balanced programme.

The new, comprehensive system is linked to the stepping stones and key workers track each child's progress.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are actively involved in their learning, making choices about which activities they do. They work well independently and in groups, showing high levels of concentration and self-esteem. They develop good relationships with adults and other children, learning to co-operate and work together. They have many opportunities to make choices and develop personal independence, choosing and selecting resources, snacks and drinks. Behaviour is very good.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children's spoken language develops well. They learn to negotiate and express their imagined ideas during their play. Children learn to link sounds to letters with many children identifying letters in their names. They also enjoy listening to stories and understand that print carries meaning. Children have many opportunities to practise pre-writing skills, for example, during role play, however, opportunities for more able children to practise pencil control and letter formation are limited.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children have many opportunities to recognise and use numerals one to nine and many children count confidently to ten. They enjoy singing number rhymes and songs. There are limited opportunities during daily activities to learn about the language of addition and subtraction or to develop problem solving skills. Children enjoy learning about shape, position, size and quantity during a broad range of activities like cooking, snack time, playing with puzzles and drawing.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are encouraged to explore and investigate their environment, talking in detail about themselves and the world around them. They demonstrate skills in designing and making models from a range of construction toys and recycled materials. Children enjoy many opportunities to learn about their local environment through regular outings, for example, to the railway station, airport and local shops. Children learn about their own cultures and beliefs and those of others through topic work.



## **PHYSICAL DEVELOPMENT**

Judgement: Generally Good

Children demonstrate a good sense of space and move confidently on the outdoor climbing frame and ride on toys, however, these activities are limited by wet weather. Indoor activities involve smaller equipment. Children have limited opportunities to practise and develop balancing skills or to use malleable materials like play dough. They confidently use tools like paintbrushes, scissors and glue sticks. They learn about health and bodily awareness through topic work and discussions with staff.

## **CREATIVE DEVELOPMENT**

Judgement: Very Good

Children enjoy participating in singing sessions and regularly explore sound and musical instruments. They select materials to create pictures and models to their own designs, learning about colour, texture and shape. Children respond with all their senses to many experiences, such as tasting and smelling food and touching a range of contrasting textures. They have many opportunities to use their imagination in a wide range of role-play activities like creating a post office and hospital.

**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**

- ensure more able children have regular opportunities to develop handwriting skills.
- provide more frequent opportunities for children to learn about addition and subtraction and to develop problem solving skills.
- plan activities to enable children to practise and develop balancing skills and to use malleable materials regularly.

*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.*