



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 253627

DfES Number:

INSPECTION DETAILS

Inspection Date 09/10/2003
Inspector Name Christine Hands

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Sunbeams Playgroup
Setting Address C/o Westmere CP School
Anne Road, Sutton Bridge
Spalding
Lincolnshire
PE12 9TB

REGISTERED PROVIDER DETAILS

Name The Committee of Sunbeams Playgroup Committee 1076313

ORGANISATION DETAILS

Name Sunbeams Playgroup Committee
Address C/o Westmere CP School
Anne Road, Sutton Bridge
Spalding
Lincolnshire
PE12 9TB

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

Sunbeams Playgroup is a committee run provision in the village of Sutton Bridge. The group has been existence for approximately 15 years. It currently operates from a new portal-cabin in the grounds of the local primary school. The group also have access to an enclosed outdoor play area within the school grounds.

Children attending the playgroup come mainly from the local village. The playgroup is registered to provide 26 places for children aged between 2 and 5 years. Children attend for a variety of sessions. There are currently 24 children on roll. This includes 19 funded three-year-old children. At present there are no children attending who are in receipt of funding for four year olds. None of the children attending have special needs. There are no children attending who speak English as a second language.

The playgroup is open on five mornings between the hours of 09.00 and 11.30, and three afternoons between 12.30 and 15.00. The group operates during term-time only

Four full-time members of staff work with the children. Of these, two hold relevant childcare qualifications and one member of staff is currently undertaking training. The group is a member of the Preschool Learning Alliance. It is also a member of the EYDCP and as such has access to a curriculum advisor.

How good is the Day Care?

Sunbeams Playgroup offers a good standard of care for children between the ages of two and five years. The playgroup offers a warm, welcoming environment where both children and parents are valued as individuals.

Staff plan to ensure that all areas of learning are covered and children are happy and interested in most activities provided. There are opportunities for children to socialise both with their peers and adults. Children are able to develop their independence through many of the activities provided. Good behaviour is

encouraged and praise and encouragement is used effectively.

Parents are provided with information on a regular basis and all those spoken to stated that they were kept informed of any development with regard to their child or the group. Staff are prepared to offer both support and advice to parents.

What has improved since the last inspection?

Actions made at the last inspection: to provide more low level storage units. These have now been provided allowing children more opportunities for self selection.

Staff training to increase staff with recognised child care qualifications. Two staff are currently undertaking NVQ III in child care to enable them to have a greater understanding of the needs of children.

Devise an effective operational plan. This now includes the deployment of staff and effective use of resources. This is on display in the entrance hall. Ensure the provider creates an environment that encourages good behaviour. Sufficient resources enable children to remain engaged in play activities and staff are consistent in their approach in managing behaviour.

What is being done well?

- There are clear procedures for recruiting and appointing staff. Good induction procedures, opportunities for staff training and appraisal systems are in place.
- Staff are deployed effectively to ensure the needs of all children are met. They are interested in what children have to say and extend learning through questioning and interaction. Good use is made of space.
- There are clear policies and procedures in place to ensure the safety of the children.
- The children are provided with good role models by staff who are consistent in their approach.
- The staff work hard to maintain good relationships with parents and provide both written and verbal communication.

What needs to be improved?

- consider ways to encourage all children to remain interested and involved during story and singing sessions.

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
3	devise a system for implementing a suitable range of story and singing activities for children, which is appropriate for their stage of development and based on their individual needs

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

How effective is the nursery education?

Sunbeams Playgroup provides a valuable resource to pre-school children within the village and

children are making generally good progress towards the Early Learning Goals.

Children are confident and relationships between staff and children are good.

The quality of teaching is generally good. Staff have clear expectations of children and a good standard of behaviour is maintained. Staff value children's ideas and praise efforts, displaying their work attractively. The balance between staff and child initiated play is excellent and offers opportunities for extending children's learning. Staff have an understanding of the Foundation Stage, however, planning does not clearly identify the learning objectives. Progress records are not regularly updated, nor used to inform future planning in order to build on children's previous knowledge and understanding. Staff meet regularly to discuss the curriculum and their role in supporting children's learning.

The leadership and management of the group is generally good. There are opportunities for staff to meet regularly and be involved in the planning, assessment and evaluation process. A staff appraisal system is in place which enables the committee to be aware of training needs.

The partnership with parents and carers is generally good. Parents receive good written information about the group and are encouraged to talk to members of staff. Parents form the committee and ensure that funding is available and support given to staff.

What is being done well?

- Children interact well both with peers and staff.
- Children are confident to make choices and are eager to participate.
- Staff value children's work and use praise and encouragement to build their confidence.
- Good partnership with parents.
- Staff work well as a team and have support from committee.

What needs to be improved?

- staff's knowledge of how to plan effectively in all areas of learning and how to use the stepping stones to ensure that each child reaches their full potential.

- staff's knowledge of the purpose of evaluation and assessment records and how these are used for further planning.
- the grouping of children to accommodate the needs of individual children during all activities.

What has improved since the last inspection?

This is the first nursery education inspection.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are curious and show increasing independence and enthusiasm. Their confidence and self esteem is nurtured through praise and encouragement. Children are able to leave their primary carer with confidence, making attachments with both staff and peers. They are aware of the boundaries set within the group and behave appropriately.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are able to converse freely in the knowledge that their thoughts and ideas are valued. They approach adults with confidence to ask questions and seek assistance. Children have a thorough understanding of using writing for a purpose. There are limited opportunities for children to explore rhyme and rhythm through spontaneous or planned activities, nor are there many opportunities to enjoy books independently.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children can reliably count to five and use number in every day activities. They can confidently match, sequence and sort objects. There are limited opportunities to develop mathematical understanding due to insufficient planning for activities. Some discussion about shapes, colour and size takes place during spontaneous and planned activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have opportunities to discuss, explore and experiment through activities offered. They display natural curiosity and an eagerness to investigate. They have frequent use of a computer and are developing sound information and technology skills through the use of programmable toys and equipment. Children confidently talk about their own families and past experiences. They explore and find out about their environment, through planned activities and outings.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children have a variety of opportunities for physical development both inside and outside, however, these are not used on a regular basis. They move around the room with care and show an awareness of space. Children are learning to use small tools with increasing skill and are supported appropriately.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children have imaginative opportunities for role play and the intervention of staff is supportive and further extends their play. They explore colour and shape through a variety of play materials and planned activities. Children are able to make their own music, however there are few opportunities for them to explore sounds, patterns and movement to music.

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

- use clear, regular observations of the children, to monitor their progress and to plan for future learning.
- develop children's listening skills.
- devise a planning system which clearly identifies the learning objectives for each activity.

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.