



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 254267

DfES Number: 500701

### INSPECTION DETAILS

Inspection Date	23/11/2004
Inspector Name	Margaret Elizabeth Roberts

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Southery Playgroup
Setting Address	Westgate Street Southery Downham Market Norfolk PE38 0PA

### REGISTERED PROVIDER DETAILS

Name	The Committee of Southery Playgroup
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### ORGANISATION DETAILS

Name	Southery Playgroup
Address	Westgate Street Southery Downham Market Norfolk PE38 0PA

## 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

Southery Pre-school opened in 1972. It operates from one room in a brick building in the grounds of the local primary school, in the village of Southery, near to Downham Market. The pre-school serves the local area and outlying district.

There are currently 17 children from 2 to under 5 years on roll. This includes 8 funded 3-year-olds. Children attend for a variety of sessions.

The group opens five days a week during school term times. Sessions are from 09:00 until 15:00.

Three full-time staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. Two staff are currently working towards a recognised early years qualification. The setting receives support from a teacher/mentor from the Early Years Development and Child Care partnership (EYDCP).

### How good is the Day Care?

Southery Pre-school provides good quality care for children.

The provision has procedures in place for the recruitment of people suitable to look after children, however the policy does not state clearly that persons will be appointed subject to the necessary checks being carried out. The group have experienced and qualified staff who have a clear understanding of their roles. The premises are welcoming and the setting has the necessary facilities to provide a range of activities to promote children's development, in an accessible and stimulating environment. Well produced documentation supports the management of the group, but policies have not been reviewed and parents' names are not written clearly on children's registration forms.

Staff are aware of hazards and ensure that risks are minimal. Staff promote children's health and meal times are social occasions, where children and staff join

together. Staff serve children at snack time and therefore children's independence is not fully promoted. Staff treat children with equal concern, meeting individual needs. The children's welfare and safety is supported by the setting's procedures, which are to be followed if abuse or neglect is suspected.

Children's needs are met through well-planned activities and play situations that help children to develop. Staff give children opportunities to learn about other cultures, equality and justice through play. The policies and procedures which are in place, ensure that all children can participate at a level appropriate to their needs. Staff use positive techniques when dealing with behaviour management. They are consistent in their approach to children, giving explanations so that children know what is right from wrong and what is expected of them.

Sound relationships are formed with parents and staff provide opportunities, at anytime, for parents to come into the group to share information about their children.

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

At the last inspection the setting was asked to complete and return all relevant forms to Ofsted for the vetting of staff and committee members. This has now been completed and the setting is aware that if new staff are employed they are also required to complete the forms.

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

- The setting provides a balanced range of activities in a stimulating environment, which promotes children's development.
- Staff give excellent support to children in their play and learning in a caring and welcoming manner.
- Staff make sure children are safe and well cared for. Routines to promote good health and hygiene are well established.
- Staff are good role models for children and provide a consistent approach when dealing with behaviour management. As a result children feel secure and are well behaved, polite and caring.

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

- children's independence at snack time
- the policies and procedures, paying particular attention to staff recruitment and registration forms.

#### **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	Consider ways to encourage children's independence at snack time.
14	Review and amend policies, paying particular attention to staff recruitment and the recording of parents' names on children's registration forms.

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

### How effective is the nursery education?

The provision for nursery education at Southery Pre-school is good. It enables children to make very good progress towards the early learning goals in personal, social and emotional development and generally good progress in all other areas of learning.

The quality of teaching is generally good. Staff have a sound knowledge of the Foundation Stage and plan a balanced curriculum, which includes a range of activities and experiences indoors and out, to help children progress towards the early learning goals. Planning is shared by all the staff and is based on what children can do. Good use is made of space and resources. Staff work with children, supporting their play and learning, taking an avid interest in what they do. Observations on children's progress are used to plan the next stage of learning on a weekly basis. Staff use number but do not maximise this activity and limited opportunity is given to children for calculation. The sounding out of letters is not used by staff and computer sessions are brief. Staff build good relationships with children, manage behaviour positively, teaching right from wrong, which results in well behaved children.

The leadership and management of the pre-school is very good. Staff work well as a team and support one another in their roles. Regular staff meetings are held and appraisals given. Monitoring of the setting by the committee and outside agencies enables staff to evaluate activities. The setting is committed to improving the care and education for all children by working together and encouraging staff to undertake further training.

The partnership with parents and carers is generally good. Parents are provided with good information about the setting which includes, in detail, the Foundation Stage. Parents are provided with opportunities to share what they know about their children and be involved in their learning on an informal basis, however there is limited time to formally discuss their children's progress.

### What is being done well?

- The children make good progress towards the early learning goals within a welcoming and stimulating environment.
- The staff have a good knowledge of the Foundation Stage which helps them to plan a balanced curriculum.
- Staff observe children's progress and record them to plan the next stage of learning on a weekly basis.
- The leadership and management of the setting is robust, which results in good team work between staff, who support one another and are committed to improving the care and education for all children.

<b>What needs to be improved?</b>
<ul style="list-style-type: none"><li>● the use of number in everyday situations</li><li>● opportunities for children to sound out letters, calculate and use IT equipment</li><li>● opportunities for parents to discuss their children's progress on a formal basis.</li></ul>



<b>What has improved since the last inspection?</b>
Good progress has been made since the last inspection. The setting now has detailed planning in place. Monitoring and evaluations are carried out and used to plan the next steps of learning.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children show increasing confidence when choosing and carrying out activities. They sustain interest at self chosen activities, particularly junk modelling and role play. Children separate happily from parents and talk about what has been happening to them. They play well together sharing and taking turns. They are kind to one another, respond positively to staff and are well behaved. Good links with the community are formed by visits from people such as the police and fire service.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children often use hand movement and facial expression to communicate. They respond to simple instruction and use talk in role play. Plans and displays show children have opportunity to learn rhymes and songs, but they do not attempt to link sounds to letters. They handle books carefully and know that print reads from left to right. Children have access to mark making materials and engage in activities that require hand/eye co-ordination such as threading and using small tools.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children use maths language in play and are able to count to three and beyond with support from staff. They use number in some everyday situations such as counting the cups at snack time, however this is limited. Plans show that there are some opportunities for calculation but children show little interest in problem solving and do not compare objects. Children show interest in shape by making arrangements with wooden blocks and construction materials, which they persist at for a period of time.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children enjoy exploring their surroundings. They show curiosity and interest by facial expression. Children are beginning to use tools for a purpose and join construction pieces together to build and balance. Plans show that children have opportunity to operate simple equipment, however access to IT is limited. Children talk about significant things that have happened to them and ask questions about the natural world. They are able to express feelings such as being 'sad' and 'it hurting'.

### **PHYSICAL DEVELOPMENT**

Judgement:	Generally Good
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Children move confidently within the available space and are able to negotiate pathways. Plans and photographs show that children are able to move in a range of ways and have many opportunities for outside play. With adult support children are able to meet their health and bodily needs with regard to eating and hygiene routines. Children are able to use a variety of equipment and have increasing control in their fine motor skills when using scissors or threading materials.

### **CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children are beginning to know their colours and make 3D structures out of junk modelling materials. Plans and displays of children's work show that they have opportunity to learn favourite nursery rhymes, however access to musical instruments is limited. Children use their imaginative skills in art, design and role-play. They imitate adults and play co-operatively with children engaged in the same theme. Children are beginning to show an interest in what they see, smell and touch.

**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

- increase children's awareness of the sound of words and letters, particularly through music and rhyme
- improve the use of number, children's understanding of calculation and access to IT
- develop the partnership with parents, by providing opportunities for them to share, on a regular and formal basis, their children's progress towards the early learning goals.

*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.*