



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 101518

DfES Number: 525310

INSPECTION DETAILS

Inspection Date	17/05/2004
Inspector Name	Miriam Sheila Brown

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	St Philip & St James Playgroup
Setting Address	60 Painswick Road Cheltenham Gloucestershire GL50 2ER

REGISTERED PROVIDER DETAILS

Name	The Committee of St Philip & St James Playgroup
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ORGANISATION DETAILS

Name	St Philip & St James Playgroup
Address	60 Painswick Road Cheltenham Gloucestershire GL50 2ER

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 Philip & St James playgroup is situated in the Leckhampton area of Cheltenham close to Cheltenham College, and is managed by a voluntary committee of parents. The playgroup operates from the church rooms attached to the church of St Philip and St James. It is registered to care for 24 children aged from 2 to 5 years and accepts those from 2 years 9 months. The playgroup is open Monday to Friday from 09.00 to 11.45 during school term time.

There are currently 38 children on roll, of these 13 are funded 3-year-olds and 16 funded 4-year-olds. There are three members of staff, two of whom have National Vocational Qualifications, level 3, in Childcare and Education All staff have first aid and child protection training.

Parents help in the playgroup on a rota system and a French teacher visits the group once a week. The playgroup receive support from Early Years Advisor and the local PATA representative and work closely to PATA recommended guidelines.

How good is the Day Care?

St.Philips and St.James Playgroup provides good care for children. The premises are bright, clean and welcoming and have many attractive displays of children's work and photographs of their activities. Playrooms offer stimulating areas for children to play and the range of toys and resources are well used to assist in children's developmental progress.

Safety issues are well addressed and staff are vigilant in protecting children. Good basic procedures to manage accidents, illness and hygiene are used to prevent the spread of infection. The group provide a varied and balanced snack menu that is enjoyed by all the children, for example fruit and crème fraiche. Staff have a good awareness of child protection issues although the policy does not give parents sufficient information about group procedures in the event of any allegations. Staff have all received child protection training.

Staff organise a wide range of activities and topic work to support children in all areas of their development. Children enjoy a wide and varied range of play and choose their activities independently. The group resources support all aspects of equal opportunities and children are encouraged to acknowledge and celebrate their differences and similarities. Staff have received training to enable them to support children with special educational needs. Children's behaviour is very good and staff provide positive role models to children and encourage them to be polite and think of others.

Parents are offered good information about the setting through newsletters, home-sharing books and informal chats with staff. They take an active part in all group sessions on a rota basis and enjoy fund-raising and social events. All group policies are easily available and are comprehensive in the information offered, although some do not reflect a contact for the regulatory body. Parental feedback sheets strongly support the group and the staff.

What has improved since the last inspection?

There were no actions from the last inspection.

What is being done well?

- Organisation and use of the premises is very good. The two main playrooms provide quiet and active areas which are stimulating and attractive, whilst the garden offers excellent opportunities for children to play, explore and investigate.
- The range of play opportunities is very good and a balance of child and adult-led activities are offered each day to assist in children's development.
- Snack times are well organised and offer the children a wide variety of foods that are nutritious and fun, for example, cereals, pizza and jelly.
- Children's behaviour is well managed and staff provide good role models for them. They encourage children to be thoughtful of others, gently reminding them of taking turns and speaking kindly and politely to each other.

What needs to be improved?

- policies for complaints and accidents so they reflect Ofsted as the regulatory body
- the child protection statement to ensure that it offers clear information for parents regarding the procedures taken if there is an allegation of abuse or neglect.

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
14	Update complaints and accident policies to reflect Ofsted as the regulatory body and develop the child protection statement to provide more information regarding the procedures to be followed in the event of allegations of abuse or neglect.

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

How effective is the nursery education?

St.Philip and St.James Playgroup provides good quality nursery education overall which enables children to make generally good progress towards the early learning goals. Provision for their personal, social and emotional development, knowledge and understanding of the world, physical and creative development is well-planned and they are making very good progress in these areas.

Teaching is generally good and staff have a very good knowledge of the early learning goals and stepping stones and how these are used to effectively plan children's learning. Staff support the children appropriately and provide a wide range of exciting and stimulating adult and child-led activities, to help them develop in most areas of learning. However, opportunities for children to develop some aspects of communication and problem solving are not regularly included in group routines. Staff are consistent and positive in managing children's behaviour, which is very good. They have a very good awareness of caring for children with special needs.

The leadership and management of the nursery is very good. There is an effective staff team and committee who work well together and who are committed to ongoing improvement. Staff are well supported in their training needs. They regularly assess their own strengths and weaknesses through staff meetings and feedback from parents. Individual assessments, observations and support from outside agencies assist in monitoring the effectiveness of the nursery education.

The partnership with parents is generally good. Parents are provided with good information about the setting although specific information about the Foundation Stage is not readily available. They are well informed about their children's progress through either booked or informal exchanges with staff and daily diaries. All parents take an active part in group sessions. Feedback from them strongly supports all aspects of the playgroup.

What is being done well?

- Children's personal, social and emotional development is very good. They are confident and independent in their choice of activities, play well together and are considerate and caring of each other and their environment.
- Planned topic work within the programme for knowledge and understanding of the world is very good. Elements of all other areas of learning are effectively included and outside areas used well to support children's exploration and investigations.
- Children's large and small muscle control is very good. They are dexterous in their use of small equipment and confident in their use of large apparatus.
- Staff management of children's behaviour is very good. They are calm, consistent and positive and know the children very well enabling them to

direct behaviour effectively on an individual basis.

What needs to be improved?

- the opportunities for children to practice identifying initial sounds, writing recognisable letters and using simple addition and subtraction in routine activities
- the information provided for parents about the Foundation Stage and stepping stones.

What has improved since the last inspection?

Very good progress has been made since the last inspection. The staff have introduced effective measures to improve parents awareness of the of the written assessments that are made and have broadened the programme for physical development.

The playgroup information pack explains why and how assessments are made and explains how parents may add to these assessments using the daily diary, through informal or planned meetings with staff and during rota sessions. This information is reinforced in termly newsletters.

Bodily awareness is now incorporated within the programme for physical development and the topic 'My Body' is now part of the regular planning cycle. Staff also reinforce this throughout group routines such as preparing for outside play, for example, the use of sun hats and creams, and regular reminders to ask if children would like a drink.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children's confidence and self-esteem are effectively supported by staff who know the children well and help to develop their independence. Children play well together and are starting to make positive friendships. Their behaviour is very good. Staff offer good role models and encourage children to be polite, share and care for each other and their environment. Themed activities and displays help the children to have a awareness of other life experiences.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are keen to communicate with each other and adults and enjoy circle and show-and-tell, times. They create their own stories in role-play and enjoy using new words introduced by staff. Some daily routines lack opportunities for children to practise identifying initial sounds and for more able children to write letters. All children enjoy making marks in their play. Children use the book corner well and know that books may be used for both stories and for reference.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are proficient at counting to ten and many recognise numerals to nine, some above. They have many good opportunities to sort, match and record topic work in pictorial form, for instance the number and types of bugs found. However, daily routines do not support simple mathematical problem solving, such as finding out if there are too many or too few items. Children knowledge the basic shapes and build with blocks finding the correct shape and size for a particular design.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Planned activities such as creepy crawlies topic, help the children to explore and investigate the world around them. They make good use of outside areas to extend their learning. Modelling with recycled materials and construction sets is a favourite activity and children make good use of the everyday technology in their play. Children are introduced to a range of different cultural festivals and gain further awareness of other cultures and peoples through group displays and resources.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move safely and well within the playrooms and with confidence outside. They enjoy many good opportunities to develop their small and large muscle control using a range of equipment such as scooters, balancing equipment, balls and small tools. Staff assist the children in a growing awareness of staying fit and well by encouraging them to wear and use appropriate weather protection and reminding them that their bodies need a good diet and water to be healthy.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children use a wide variety of media to paint, model and explore textures, for example, dough, clay, rice, sand and water. They enjoy weekly music sessions when they play a variety of instruments, dance to music and act out songs and rhymes. These sessions are led by a peripatetic teacher. Children's daily routines include many opportunities to sing songs and listen to a variety of music. Their imaginary play is effectively supported by well resourced play areas.	

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

- develop the challenges within everyday routines to help children use and extend their skills, for example, in identifying initial sounds, writing recognisable letters and using mathematical awareness to solve simple problems
- improve the information available to parents about the Foundation Stage and stepping stones.

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.