



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 127625

DfES Number: 581687

### INSPECTION DETAILS

Inspection Date	10/02/2005
Inspector Name	Claire, Alexandra Parnell

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	St Peters Playgroup
Setting Address	63 West Street Sittingbourne Kent ME10 1AN

### REGISTERED PROVIDER DETAILS

Name	The Committee of St Peters Playgroup
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### ORGANISATION DETAILS

Name	St Peters Playgroup
Address	63 West Street Sittingbourne Kent ME10 1AN

## 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 Peter's Playgroup opened in 1983.

The group operates from a church hall in the centre of Sittingbourne. The group serves the local area and promotes the Catholic faith. The group has access to the main hall, which is divided by partitions, toilets, including disabled access, and a kitchen.

There are currently 32 children on roll. This includes 17 funded three year olds and four funded four year olds. Children attend for a variety of sessions. One child with special needs currently attends the group. There are currently no children who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 09:15 until 12:00.

Seven staff work with the children. Three staff have early years qualifications. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership (EYDCP), the local church and the local school.

### How good is the Day Care?

St Peter's Playgroup provides a good standard of day care.

The staffing of the playgroup is effectively organised, deployed and managed. Staff are aware of their duties and responsibilities, and carry out their roles successfully. The children receive support from all staff, who interact positively with the children in their care. The staff use the premises imaginatively and use a varied range of resources for the children, however, this is used in a familiar and consistent layout, promoting confidence and consistency in the children. Most documentation is available and complete, although some is in need of updating.

The staff endeavour to provide a safe environment for the children. Hygiene

practices are implemented and encouraged to a high standard throughout the session. Children can make choices as to what snack they would like and when to partake in informal snack times. Each child is valued for its achievements and contributions to the group. The staff ensure that there is plentiful information available from the parents to offer individual care. Systems are in place to protect children from harm.

A full range of activities are offered to the children, with subtle and positive encouragement for all children to participate at their own level of ability. Positive behaviour management is effectively promoted with all children. Staff recognise and encourage even the smallest of achievements.

The staff have effective positive working relationships with the parents. Parents are welcomed into the setting at both ends of the session, openly discuss their child's needs and the type of day they have had. Parents receive both verbal and written information regularly regarding their child's development and care.

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

not applicable

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

- Behaviour management is implemented in a positive and reassuring manner by all the staff. Children are recognised for their achievements and positive contributions to the group, even when it is minimal. The staff are calm and professional in their approach to managing behaviour and use successful strategies of explanation, discussion and reasonable expectation.
- The children are encouraged to make choices throughout the session. The younger children are supported in their decision making by all staff. The children are independent in their play, accessing a good range of activities. The activities are promoted by effective interaction by all staff, working at the child's level and waiting to be invited into the child's play.
- Each child is valued for its contributions to the group and staff are aware of the children's background and relevant information to offer the appropriate care.
- The staff use the premises imaginatively, to offer a variety of activities but within a familiar layout and routine to offer continuity to the children.
- The staff endorse effective hygiene routines throughout the session, with additional systems in place to encourage hand washing and personal hygiene.

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

- the documentation; to ensure parents have access to appropriate information regarding the making of complaints and child protection, to clarify some

qualification status and to update staff qualification information, and to ensure all accidents are recorded confidentially.

**PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)**

Since the last inspection, Ofsted has not received any complaints about this provider.

**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
1	Provide evidence of qualification clarification for both supervisor and deputy.
2	Update staff details with full qualification and training details.
7	Ensure all accident records are confidential.
12	Make the complaints procedures and contact details for Ofsted more accessible to parents.
13	Provide parents and staff with local child protection information.

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

### How effective is the nursery education?

St Peter's Playgroup is an acceptable provision and of good quality. Children are making generally good progress towards the Early Learning Goals.

The quality of teaching is generally good. Staff encourage the children to make choices for themselves. They offer an effective routine for all activities covering the spectrum of learning. Staff demonstrate their understanding and knowledge of the Foundation Stage and how play takes on an important role in children's learning. Staff are aware of children's differing abilities and vary the challenge within activities. Effective questioning assists children to extend their thinking. However, the planning of activities has little reference to the differing abilities of children and has limited evaluation to show the effectiveness. The children's assessments lack any reference to the stepping stones.

The children are calm and respectful towards their peers and adults, due to the staff's professionalism and positive role models. An effective system is in place to support children with Special Educational Needs.

The leadership and management of the group is very good. The staff work closely, making decisions together. All staff evaluate some aspects of the activities and change strategies according to how effective they were. The group listen to support and advice, and make changes where necessary. Staff have the opportunity to train and develop strategies used in their good practice. The staff need to consider evaluating the effectiveness of their practice further, particularly when put under pressure by parents.

The partnership with parents is generally good. They are well informed of the curriculum and how children learn through play. They receive regular information regarding their child's development, as well as advice on how to continue learning at home. However, parents lack information on the purpose of structured activities.

### What is being done well?

- The staff have caring and respectful relationships with the children, who show reciprocal feelings towards the staff and each other. They are encouraged to make choices and demonstrate skills in decision making throughout all activities. The children also show an understanding for independence and willingly use self help skills in most activities and routine situations.
- The children use mathematical concepts and language throughout all practical activities.
- The children show a clear enjoyment and respect for books. They use stories effectively to share experiences, retell and predict stories.
- The children have a strong sense of time and place. They can express their

opinions and experiences of past events, using descriptive language to describe the situation, including who, where and why.

- The parents have a good many opportunities to be involved in their child's learning. They are able to contribute through topics and information. Parents gain support from all staff in discussion and documentation to show ways in which to continue their child's learning at home.

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

- the further opportunities for children to independently make marks and develop writing skills for a purpose
- the further opportunities for children to independently freely represent particularly within topic activities
- the differentiation of abilities within planned activities and the extended evaluation of the activities to show their effectiveness
- the use of the stepping stones when referring to the observations of children's achievements to show an accurate stage of development
- the further information for parents regarding the effectiveness of structured learning situations and the expectations of three and four year olds abilities.

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

The improvements since the last inspection are generally good.

The group were given one key issue at the last inspection. This was to further develop assessments of children's achievements by using observations to identify next steps in learning and how they can be achieved.

The staff are making regular observations of each child and recording it using evaluative comments. The observations are used to inform staff as to where the children's stage of development is at at the time of the child leaving to go to school. However, the observations are not linked to the Early Learning Goals or stepping stones within specific areas of learning.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children show interest in activities, making decisions as to when to participate and for how long. They have respectful and caring relationships towards their peers, negotiating and cooperating for the use of resources. Children are aware of other's feelings and respond positively to their needs. They are independent and have many opportunities to demonstrate self help skills. Some children lose interest in large group activities, sometimes disrupting the activity for the other children.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children show interest in books, asking for them to be read. They are encouraged to help tell the story and then retell the story to others. They have opportunities to link sounds to associated objects. More able children can match written letters in association with their names. They all confidently communicate, in all situations, expressing their opinions, but also listening to other peoples views. However, children have limited independence with mark making and labelling for a purpose.

### MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children can sort a variety of equipment into sets. Less able children recognise and sort into colour, where as more able children can differentiate more complex items and sort into amounts and types. They confidently count independently and with adult support. More able children can count up to and above 10 and can calculate one more than, recognising more or less than. Some children associate amounts with written numerals and everyday objects and experiences.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children have a strong sense of time and place, explaining past events; where they were, who went and why. They understand different people's beliefs and respect their opinions. They explore with technology, understanding their use and show others how to use it effectively. They concentrate at construction, selecting the relevant pieces needed to build. They are inquisitive and interested, asking effective questions to find out why and investigate properties and express their findings verbally.

**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Children use equipment imaginatively and safely, adapting the use to change its purpose. Some children attempt staff examples and then simplify its use. They have opportunities to understand the effects of exercise and can demonstrate these effects. They are encouraged to have an awareness of safety for themselves and others and can explain the appropriate use of equipment and space. They are confident movers, negotiating space and have control over their movements.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children show an understanding of rhythm. More able children can follow a simple rhythm by clapping, some attempt more complex rhythms. They act out familiar roles regularly, using props for a purpose, some extend the role by using further props. Some can create with 3D objects, using their imagination to use different materials and media to express their own experiences. However, children lack opportunities to freely represent, particularly within topic activities.

**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

- provide further opportunities for three and four year olds to independantly make marks, develop writing skills and freely represent through practical and free play activities
- extend the planning to show how children's abilities are differentiated within activities and how effective the activities are
- refer observations of children's achievements to the stepping stones to accurately show their stage of development at all times.

*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.*