



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 101526

DfES Number: 584080

### INSPECTION DETAILS

Inspection Date 12/07/2004  
Inspector Name Miriam Sheila Brown

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Sherborne Playgroup  
Setting Address The Old Telephone Exchange  
Sherborne,  
Nr Cheltenham  
Gloucestershire  
GL54 3DH

### REGISTERED PROVIDER DETAILS

Name Sherborne Playgroup 1059201

### ORGANISATION DETAILS

Name Sherborne Playgroup  
Address The Old Telephone Exchange  
Sherborne  
Nr Cheltenham  
Glos  
GL54 3DH

## 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

Sherborne Playgroup is a community playgroup run by a committee of parents in the village of Sherborne, Gloucestershire. It operates from the old telephone exchange and is located next to the village primary school. Children have a large outside play area and are also able to use some school facilities.

The playgroup serves the local and wider community and is registered to care for a maximum of 11 children aged two years to five years and accept children from two years nine months. There are currently 15 children on roll, 7 of whom are funded 4-year-olds. The playgroup is open Monday, Tuesday, Thursday and Friday mornings from 09.00 to 12.00, and Friday and Tuesday afternoons from 12.30 to 15.00, during school term time.

Two members of staff work with the children both of whom are in the process of completing appropriate level 3 qualifications in childcare and education. The group do not currently support any children with special needs or those for whom English is an additional language. Staff receive support from the early years advisor and are members of the playgroup and toddler association.

### How good is the Day Care?

Sherborne Playgroup provide good care for children overall. The premises are clean and welcoming and offer a well planned and exciting play area for children. Staff are experienced and in the process of completing further training. The range of toys and resources meet the children's needs effectively and offer appropriate play opportunities to all the children present.

Safety issues are well addressed and staff are vigilant about children's safety. Hygiene is effectively maintained. Accident and medication records are well kept and all relevant permissions are in place. Staff encourage children in developing their independence in personal care throughout the sessions. Individual dietary requirements are clearly recorded and snacks are nutritious, although children occasionally have access to food not provided by staff. Staff have a good awareness

of child protection issues.

Staff organise a broad range of activities based on monthly themes, to support children in all areas of their development. Staff have a very good knowledge of the children enabling individual needs to be well met. Children enjoy exploring and experimenting through a well balanced choice of free and structured play activities. The playgroup resources support all aspects of equal opportunities and children are encouraged to take part in all activities. The staff have a good awareness of methods to support children with special needs. Children's behaviour is very good and staff are positive, consistent and fun-loving in their approach.

Parents are offered good information about the setting, although the complaints policy requires further detail to offer clear information for parents. The parent rota system and informal chats with staff are used to inform parents about their children's progress. Parental feedback sheets strongly support the group and parents are invited to join the committee and take an active role in all aspects of the group.

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

At the last inspection the group agreed to ensure that all policies and procedures were in place, including operational procedures for children using school site facilities, and to ensure that staff and children's attendance times are recorded.

The group now have a comprehensive operational plan, made up of a number of policy documents, which cover all aspects of group care, including procedures for safe use of the school facilities. The registration system now includes arrival and departure times of both staff and children, helping to ensure children's safety in an emergency situation.

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

- Organisation and use of the outdoor play area is very good. Children enjoy a variety of art and craft work, exploratory, imaginary and physical play within this area, on a regular basis.
- Children's behaviour is very good. They enjoy joking with staff who also use humour to support and encourage positive behaviour.
- The physical environment is very well planned to offer children a broad range of experiences in a limited indoor play space.

#### **An aspect of outstanding practice:**

Children's opportunities to learn using their senses is excellent. They enjoy discovering what is inside plastic bottles hanging outside, whether it is shiny, rattly, watery and noting how metal warms in the sun, jangles in the wind and catches the light. Children listen to a wide variety of music and have stimulating wall and table displays to support their development.

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

- the complaints policy to include Ofsted contact details
- methods to make sure that children with special dietary needs are not put at risk from snacks offered by school children.

### 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
12	Update complaints policy to include a contact for Ofsted as the regulatory body.

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

### How effective is the nursery education?

Sherborne Playgroup provides good quality nursery education overall and children are making generally good progress towards the early learning goals. Personal, social and emotional development, communication, language and literacy, physical and creative development and knowledge and understanding of the world are all very good areas. Mathematical development is generally good with many strong points.

Teaching is generally good. Staff provide a wide range of good opportunities to help children develop in most areas of learning and offer a good balance of child and adult-led activities. However there are few opportunities in group routines to develop early adding and subtracting. Staff use excellent behaviour management techniques and support children to start to manage their own behaviour. Children's assessments and observations are not completed on a sufficiently regular basis to enable staff to plan for their specific needs and planning is not currently linked to the stepping stones to ensure that all areas receive equal emphasis. Premises and resources are well used.

Leadership and management is generally good. The supportive committee and group leaders work well together and are committed to ongoing improvement. They regularly assess their own strengths and weaknesses through staff meetings, feedback from parents and outside agencies. The group have made generally good progress in addressing key issues from the last inspection.

The partnership with parents is very good. Parents are provided with good information about the setting and are offered suggestions of how to support their children's learning at home. Staff and parents regularly exchange information informally, about children's progress and are encouraged to take part in rota duties and special events. Parents questionnaires offer strong support for the group.

### What is being done well?

- Children's creative development is promoted very effectively through a wide range of art and craft and sensory play opportunities inside the premises and in the garden.
- Children's confidence and self-esteem is developed very effectively through many good opportunities to explore and investigate independently. Staff encourage this, intervening only when necessary or requested by the children.
- Children's physical development is very good and they are dexterous in their use of small and large equipment both inside and outside.
- Staff use very good strategies to promote positive behaviour and consideration for others. They use humour to diffuse situations and take time

to explain to the group why some things have to be done in a certain way. Staff encourage children to be caring and thoughtful of each other.

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

- the linking of plans to the stepping stones to ensure that all areas are effectively covered and given equal emphasis
- the regularity of assessments to ensure that children's individual needs are identified and then used to inform planning
- the opportunities for children to practise their early adding and subtracting in daily routines.

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

Generally good progress has been made since the last inspection when the group agreed to develop children's physical development, group children to promote their learning, develop the planning and assessment cycle and provide more practical activities to support mathematical development.

The programme for physical development now offers children many good opportunities to develop their small muscle control and climbing and balancing skills. Daily activities include the use of small equipment and resources such as glue sticks, rulers, mark-making tools, jigsaws and messy play equipment. The outside area offers good opportunities for children to climb and balance using climbing frames and other large equipment.

Children now work in small groups of two or three in adult-led activities, enabling staff to provide good opportunities to extend children's individual learning.

Short term plans are linked to the Early Learning Goal but do not show the specific aim of the activity, linked to the stepping stones. Assessments are completed but are not regular enough to assist in identifying specific individual learning needs.

Children enjoy many practical activities that support their mathematical development but there is scope to extend this to include more opportunities for them to practise their early adding and subtracting in daily routines.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are excited and motivated to learn. They listen well at appropriate times and are starting to take turns in their play. Children enjoy their 'special' day when they bring in the snack and lead circle time with the staff. They understand the rules for group work and play well together. Children benefit from many good opportunities to extend activities in their own way and to explore at their own pace, for example discovering what happens to cornflour when used to make trails outside.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident communicators and they enjoy circle and story times when they learn many new and exciting words. They recall play experiences at the end of the session and retell personal experiences. Children enjoy the cosy book corner and use books well for stories and reference. They have daily opportunities to form letters in various mediums and to make marks in their play. Some older children are starting to write their names with the letters correctly formed.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children use and enjoy the lovely number displays to support their developing awareness of number and numerals. They create bar charts to record different eye colours and measure themselves, comparing heights and using appropriate mathematical language to describe their findings. Children recognise all basic shapes and sort using different criteria. Opportunities to practise simple addition and subtraction in everyday routines such as snack and group times, are limited.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children enjoy exploring and investigating through planned and incidental activities such as watching the wind sock in the garden and studying ants in a formicary. They design and construct in two and three dimensions and have a growing awareness of the uses of everyday technology. Themed work is used well to support children's knowledge of the local community and the passage of time. Knowledge of the wider world is developed through celebrating festivals throughout the year and play resources.

### **PHYSICAL DEVELOPMENT**

Judgement: Very Good

Children are confident in their use of large equipment and they have a good sense of space in relation to themselves. They have a growing awareness of how to keep healthy, which is well supported by group routines for self-care and snack times. They are dexterous when using small equipment, tools and a variety of materials such as dough, spray paints and sand and water equipment. Children enjoy using the outside area to extend all of these skills.

### **CREATIVE DEVELOPMENT**

Judgement: Very Good

Children participate enthusiastically in a wide range of creative activities such as teabag and spray painting. They enjoy an excellent range of sensory play both in the garden and inside. Children experience many different types of music, have opportunities to play instruments, and have a large repertoire of songs and rhymes. Their imaginative play is well supported through a variety of role-play areas and opportunities for independent, child-led play.

**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**

- link activity plans to the stepping stones to ensure that all aspects of learning are effectively covered and given equal emphasis
- complete assessments more regularly to ensure that individual needs are identified and then used to inform planning
- develop daily routines to include opportunities for children to practise simple adding and subtracting.

*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.*