



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 106931

DfES Number: 582170

INSPECTION DETAILS

Inspection Date	28/09/2004
Inspector Name	Angela Cole

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Christ Church Playgroup
Setting Address	Petherton Rd Hengrove Bristol BS14 9BP

REGISTERED PROVIDER DETAILS

Name	The Committee of Christ Church Playgroup
------	--

ORGANISATION DETAILS

Name	Christ Church Playgroup
Address	Petherton Road Hengrove Bristol BS14 9BP

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

Christ Church Playgroup opened in 1965. It is based in a spacious church hall situated in a suburban area on the outskirts of the city of Bristol. It is a charitable, community-based playgroup run by a committee made up of church members, staff and a parent representative. The playgroup welcomes children of all beliefs and the majority live within the local neighbourhoods of Hengrove and Whitchurch. The playgroup operates from the main hall and has the use of two additional small rooms for story or group-times.

The group is open on Mondays, Tuesdays and Thursdays from 09.00 to 11.30 during term times, with the Tuesday morning session offering more structured 'pre-school' activities. Sessions are increased to include Monday and Thursday afternoons when numbers are high. There are 24 children on roll, aged between two years ten months and five years, of whom 13 are funded three-year-olds. At present there are no funded children with special educational needs or who speak English as an additional language.

Seven part-time staff, many of whom are former parents of playgroup children, work with the children with occasional assistance from parents on a rota. One staff member has, and three are working towards, a level 3 qualification. The playgroup is a member of the Pre-School Learning Alliance. An advisory teacher from the Early Years and Childcare Partnership supports the group. Staff also benefit from liaison with early years teachers at the nearby infant school.

How good is the Day Care?

Christ Church Playgroup provides satisfactory quality care for children. Senior staff are well experienced and several adults are training to meet minimum qualification levels. Good use is made of small key groups and ample numbers of staff work with the children for much of the time.

The premises are adequately clean and maintained but there is limited display of

children's work and information for parents. The large hall is well organised with a wide variety of activities, though children do not choose their own activities from storage. The group is well resourced with many toys that are regularly supplemented, despite the limited storage area. Most records and policies are held, except for one on lost or uncollected children. However, these are published documents that do not accurately reflect the group's practice.

High regard is given to keeping the premises secure and to ensuring children are only collected by named persons. Plans effectively identify and reduce most hazards in the building, except for some unsafe display at the children's height. Several staff have recently completed child protection training. All required procedures for first aid and medication are in place and ill children are well cared for. Snacks are a mixture of healthy and less nutritious foods.

The children's care and learning is satisfactory in each area of development but staff do not always encourage them to become independent or to play imaginatively. Adults have close regard to children's individual needs, including those with special needs. Children are generally well behaved though some staff are still developing understanding of managing behaviour.

Parents receive a warm personal welcome though written information on the activities is limited. The care of children closely follows their parents' wishes. Much information is given informally but policies are not actively shared. Personal details are always kept confidential.

What has improved since the last inspection?

After the last inspection, the setting agreed to extend the records kept, develop the policy for sick children and implement action plans for staff training. The group now offers children better care as organisation has improved. Action plans are being implemented regarding staff qualifications, including those of the deputy. Children are safer as a record of visitors is now kept. Parents are better informed about the sickness policy and about exclusion periods if their child is ill, so that the spread of infection is limited as far as possible. A system is in place to record any incidents that occur and for parents to sign the record.

What is being done well?

- The staff are friendly and caring. Parents feel staff are very supportive towards families and offer a fun place for children to play and learn.
- There is ample space for the children to play that is well organised to meet their needs. Good use is made of small groups to extend opportunities for children to respond and learn.
- The security of the premises and access to the children are closely monitored.
- The staff are active in promoting the good health of the children and encourage good hygiene practices, such as regular hand washing.

What needs to be improved?

- the children's safety regarding unsafe drawing pins on low-level display
- the policies of the setting, including a policy for lost or uncollected child, make sure full records of procedures actually followed by the group are available and shared with parents.

Outcome of the inspection

Satisfactory

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 must take the following actions by the date shown**

Std	Action	Date
14	Ensure that all records and policies relating to day care activities are readily accessible on the premises, available for inspection at all times and are shared with parents.	07/10/2004
2	Ensure that a suitable procedure is in place to be followed if a child is lost or uncollected	07/10/2004

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
6	Make sure that unsafe items such as drawing pins used to secure displays are safe or inaccessible to children.

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

How effective is the nursery education?

Christ Church Playgroup provides good quality nursery education overall that enables children to make generally good progress towards the early learning goals (elgs) in all six areas of learning.

The quality of teaching is generally good. Staff are gaining an effective understanding of the elgs to support children's learning. Key workers use their knowledge of individuals well to plan appropriate activities, though topics, such as 'Olympic Games' are not always supportive for these young children. Some short-term planning is not based on their interests or linked clearly to the regular assessment of progress in the stepping stones. Many helpful teaching methods include group work and clear explanations, for example, about tidying. Some effective hands-on learning takes place with natural materials and at crafts, though resources to give first-hand experiences are not always used as a starting point. Children are effectively challenged by helpful questions and graded resources, including puzzles. However, some activities are not fully extended, for example, role-play. Children are generally well behaved and interested in the wide range of activities set out. Good behaviour is enthusiastically praised.

Leadership and management of staff are generally good. Basic aims are shared and an extensive training programme followed. Staff meet regularly to discuss planning. They are effectively supported in responsibilities such as key working, and encouraged to plan and supervise activities. Staff are working towards quality assurance, but some weaknesses in the Foundation Stage teaching have not been recognised. The setting is highly committed to improving the care and education for children.

The partnership with parents is generally good. Families are well informed about the group and the areas of learning, though plans are not openly shared. They are encouraged to share and receive information about the child, and to be actively involved in their child's learning.

What is being done well?

- Children settle well with support. They form good relationships with staff and play co-operatively with other children. They concentrate well at chosen activities and respond enthusiastically when tidying the hall.
- Staff focus extensively on developing children's listening and speaking skills, and regularly support them to use mathematical language.
- Children enjoy playing in the large space provided in the hall. They show high levels of confidence on several items of large physical equipment that are set out daily.

- Children are very well supported to learn in the small, key group activities led by enthusiastic staff.
- Parents are well informed about the children's activities and progress through topic folders and termly comment sheets. They have good opportunities to be involved, for example, as rota helpers and joining in with their child's birthday celebration.

What needs to be improved?

- the staff's understanding of the Foundation Stage to provide clear links between planning and children's assessment in the stepping stones
- the use of resources to enable children learning through first-hand experiences, to explore objects and materials, and to compare two numbered groups of objects
- the challenges for children to gain independence in eating, to extend their role-play, and play freely with small physical equipment.

What has improved since the last inspection?

The playgroup has made generally good progress in implementing the action plan developed in response to key issues in the previous inspection. Weaknesses in the programmes for communication, language and literacy, physical development, the quality of teaching and the partnership with parents have been addressed.

Staff have enhanced the programmes for communication, language and literacy and physical development. There is now regular reinforcement of children's learning of letter shapes and sounds, increased amounts of relevant print around the hall, and more group experiences to develop talking and listening skills. More opportunities are given for informal mark making and for children to develop their early writing skills in meaningful ways. The use of large apparatus is now always supervised so children are safer.

All staff have gained some knowledge of the Foundation Stage, and the early learning goals are reflected in planning and assessment to help children progress. However, staff's understanding is still insufficient as planning is not clearly linked to the children's assessment in the stepping stones.

The daily programme is now organised to provide an appropriate structure to the sessions to support children to learn. For example, these young children are encouraged to choose activities as soon as they arrive and to concentrate. Key workers now provide appropriate adult-led activities to focus children's learning and challenge their skills. Helpful routines have been introduced, such as very successful use of a task board to guide behaviour at tidying time.

Parents are now provided with clear information on the Foundation Stage to help them work in partnership to support the children's progress.

Most aspects have been implemented and the improvements made have had a positive impact on children's learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Many children come in confidently and unsure ones are well supported to settle. They are curious and keen to volunteer for new experiences. They seek out staff to chat and play co-operatively with other children, learning to take turns. Children persevere well at their chosen play. They are not gaining independence to prepare and serve snacks though show excellent response at tidying up times. They willingly share their feelings about personal events and are beginning to show concern for others.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
------------	----------------

Children confidently use gesture or simple phrases to communicate and briefly share their ideas. They listen well in small and quieter groups, responding to instructions and to stories. Children recognise their names and enjoy books, showing great interest in the pictures. There is effective emphasis on letter sounds but not on words that rhyme. Some children eagerly draw and paint, but are restricted to small areas. They are not encouraged to 'write' for a purpose, for example in the 'shop'.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children show an interest in numbers, for example, of trampoline jumps. They frequently hear number names and language though few use these spontaneously in their play. Number songs are regularly enjoyed as well as daily counting to compare lines of boys and girls. However, children do not individually compare groups of play objects to say if they are the same. They have good awareness of positions, shapes and sizes, for example when placing toy bears with appropriately sized beds and bowls.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
------------	----------------

Children look closely at some objects and materials, though the range of first-hand experiences is limited. They occasionally plant a bulb or seeds, or explore a planned idea such as floating. Minibeasts around the building are regularly investigated, including crane flies. An effective range of construction materials is used and technology is explored using an electronic keyboard and a computer. Children have a strong sense of routine and eagerly recall significant home and group events.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children move spontaneously, stop on request and have ample space to control wheeled toys, including prams. They create and respond to rhythm, for example using ribbon sticks, though do not often respond freely to music. Children's skills with small equipment and tools are not sufficiently extended. Large equipment, such as climbing frame and tunnel, is used very confidently to combine movements. Children show good awareness of their physical needs and manage these with appropriate support.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children are keen to use different paint colours and play with sand and water, but do not explore a wide range of textures in both two and three dimensions. They use their imagination widely in small world and construction play. However, they are not supported to extend their own ideas, for example, in the varied crafts and imaginative areas provided, including a 'hospital', 'home corner' and 'shop'. Children are keen to join in favourite songs and respond through actions to different rhythms.

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

- continue to extend staff's understanding of early learning goals to support children's learning through clear links between planning and assessment of their progress in the stepping stones
- plan the use of resources so children can learn through first-hand experiences in exploring and investigating, and appropriate calculating
- further develop the challenges for children to gain independence, extend their role-play, and develop skills using small physical equipment.

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.