



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 251469

DfES Number: 548080

### INSPECTION DETAILS

Inspection Date 14/05/2004  
Inspector Name Glenda Kathleen Field

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Edgar Sewter Playschool  
Setting Address Norwich Road  
Halesworth  
Suffolk  
IP19 8BU

### REGISTERED PROVIDER DETAILS

Name The Committee of Edgar Sewter Playschool 1079409

### ORGANISATION DETAILS

Name Edgar Sewter Playschool  
Address Norwich Road  
Halesworth  
Suffolk  
IP19 8BU

## 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

Edgar Sewter Playschool opened in 1999. It is a committee run playschool which operates from two rooms within the Edgar Sewter County Primary School, in Halesworth. The group has access to an enclosed outdoor play area.

The playschool serves the local area.

There are currently 21 children from 3 to 5 years on roll. This includes 18 funded three year olds and 2 funded four year olds. Children attend for a variety of sessions. The setting supports a small number of children who have special needs or who have English as an additional language.

The group opens 3 days a week during school term times. Sessions are from 09:15 am until 11:45am on Tuesdays and Fridays and 12:50pm until 15:20 pm on Mondays.

Four part time and one full time staff work with the children; of these one has an early years qualification to NVQ level 3 and three are currently working towards a recognised early years qualification. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP) and are members of the Pre-School Learning Alliance.

### How good is the Day Care?

Edgar Sewter Playschool provides good quality care for children. Staff provide a well organised environment where children are independent in their choices of activities and resources, however, children's independence could be further encouraged at snack time. Good attention is paid to children's safety

and their health and hygiene needs are promoted well.

The playschool provides a good range of stimulating activities and resources, and children are involved, interested and autonomous in their play. All staff show a good understanding of appropriate behaviour management strategies; they are calm and

consistent with the children and children behave well.

The playschool works in close partnership with parents, and where necessary, other agencies in order to support individual children. All appropriate documentation is in place.

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

At the last inspection the group agreed to the following:-

To submit vetting procedure forms for staff; conduct a risk assessment on the premises; update documentation; ensure that children belong to a group which has consistent staff; maintain an adequate room temperature; ensure paint easel is clean; take positive steps to prevent the spread of infection; make drinking water available at all times and develop staff's knowledge and understanding of equal opportunities issues.

All staff have completed the vetting procedure and a leaflet has been produced for parents/volunteers; a risk assessment has been completed ensuring the security of the premises and inaccessibility of hazardous substances to the children.

New heating has been installed in the playrooms; the painting easel is cleaned regularly; paper towels are now used to prevent the spread of infection; drinking water is now available to children at all times; a key worker system is in place.

Documentation has been improved to include the recording of arrival and departure times in the register; a written operational procedure for the safe conduct of any outings and the recording of significant incidents. Contact details of Ofsted are now included in the complaints procedure and details of the local Area Child Protection Committee procedures have been obtained.

All staff have re-familiarised themselves with the groups equal opportunities policy and are seeking training to develop knowledge and understanding.

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

- The playschool provides a well organised environment, which enables children to make decisions about their choice of activities and resources. Children are therefore involved and interested in their play and learning.
- Staff manage children's behaviour well; they are calm and consistent with the children, and plan activities to help children to share, take turns, and work together co-operatively.
- The playschool works in close partnership with parents; there are good procedures to keep parents informed about the provision and parents are actively involved in the running of the group. This helps children to feel secure and to provide a consistent approach to their learning.

**What needs to be improved?**

- children's independence at snack time

**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	Encourage children's independence at snack time by enabling them to pour their own drinks.

## 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 Edgar Sewter Playschool is acceptable and of good quality. It enables children to make generally good progress towards the early learning goals in all areas of learning.

The quality of teaching is very good. Staff provide an excellent role model treating each other, children and the environment with respect, which ensures the children know what is expected of them. The staff provide an inviting and stimulating environment using a wide range of good quality resources to support the children's learning. Staff have good knowledge of the Code of Practice (2002) and have regard to this when children with special educational needs attend the setting.

An effective assessment system is in place. This is used well to inform planning in order to ensure that each individual child's learning needs are identified and met. This also ensures that children with special educational needs receive appropriate support.

Leadership and management is generally good. The staff and management committee are committed to identifying and addressing improvements that could be made to provision and practice at the group. However, a small improvement is necessary to the system already in place that monitors the quality of teaching taking place.

Partnership with parents is very good. Parents are provided with good information about the setting through the welcome brochure, notice board and regular newsletters. Parents are given opportunity to support their children's learning by offering resources for topics, and they are welcomed into the setting for special events such as "play and stay session" to work alongside their children, and discuss their children's achievements with their key worker.

### What is being done well?

- Staff make effective use of challenging questions to progress learning. They group children well to encourage them to try new experiences. Children and staff have built easy and trusting relationships.
- Children are motivated to learn through the provision of good quality resources in a stimulating environment.
- Children with special educational needs are well supported within the setting.

### What needs to be improved?

- monitoring of quality of teaching taking place

<b>What has improved since the last inspection?</b>
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Not applicable (first inspection of nursery education)
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## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are motivated by a variety of planned activities and have learned to consider other children so that the group can work harmoniously together. Interaction is good and children behave well. They are familiar with routines and respond positively to set boundaries. As a result the children are confident and are developing good self esteem. They share some responsibility for their personal care and wash hands, tidy up and go to the toilet independently.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident speakers. They have begun to make decisions and negotiate. Children enjoy books and handle them properly. They have good opportunities to begin to write in play situation, for example during role play in the florist shop and post office. Most children recognise their own names in the written form and some write their own names. Children's listening skills are developing well, they listen with enjoyment at group story times

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children's mathematical language is developing well. Staff make good use of the everyday routine, for example snack time, to extend children's mathematical knowledge. Mathematical activities are planned, for example number games, and therefore children's early calculation skills, their ability to solve simple mathematical problems and to recognise numerals are effectively supported. Staff question effectively to develop children's mathematical thinking and challenge more able children.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Planned activities enable children to learn about the community, for example in the "Our Town" topic. They learn about cultures and lifestyles during planned topics. Children talk about their homes and families confidently. Children have good opportunities to look closely at similarities, differences and change, for example when growing plants from seeds. Children become familiar with using technology to support learning by using tills, telephones, computers and cameras.

## PHYSICAL DEVELOPMENT

Judgement: Very Good

Children use a wide range of large equipment to develop their gross motor skills. Good hand to eye co-ordination is used to thread small objects and manipulate small world resources and mark making equipment. Children are learning to use tools and malleable materials with increasing control. Children move round the rooms confidently and safely from one activity to another. They are encouraged to eat healthy snacks for example fresh fruit, cheese and cereal bars.

## CREATIVE DEVELOPMENT

Judgement: Very Good

Displays of children's work help to create a welcoming environment. Children use a variety of materials such as leaves, seeds, paper collage, fruit and paint to communicate their ideas. Children enjoy music and explore sound regularly. Music sessions are frequently led by a parent who is a music teacher. Their sensory development is encouraged through handling various materials such as sand, dough and water. Children develop their imagination well in role 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**

- make more effective the system for monitoring the quality of teaching taking place by implementing a staff appraisal system.

*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.*