



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 110526

DfES Number: 519929

### INSPECTION DETAILS

Inspection Date	18/09/2003
Inspector Name	Anne Gunston

### SETTING DETAILS

Day Care Type	Full Day Care, Sessional Day Care
Setting Name	Gosport Oppurtunity Group
Setting Address	1 Phoenix Way Rowner Gosport Hampshire PO13 0BE

### REGISTERED PROVIDER DETAILS

Name	Ms Jenny Hardman
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## 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

Gosport Opportunity Group is an established pre-school and holiday play scheme, registered to look after a maximum of 26 children under 8 years of age. It is managed by a committee of interested volunteers, and has held charity status since its conception. Children aged between 2 years 9 months and 5 years are in attendance during term time for sessional care from 09:00 until 11:30, or from 12:30 until 15:00. Children under the age of 2 years 9 months are able to attend with parents for afternoon sessions.

The holiday play scheme is open to children from 3 to 7 years, and currently operates during part of the summer holidays from 09:30 until 14:30. In addition it is open for part of the Easter holidays from 09:30 until 13:30. A minimum staff ratio of 1:6 for children aged 3-5 years; 1:4 for children aged 2-3 years and 1:8 for children 5-7 years is maintained at all times, with 1:1 support given to children with special needs should this be required.

There are currently 26 children under 5 years on roll. This includes 13 funded 3 year olds, and one child attends to whom English is a second language. There are currently no four year old funded children attending. At present the group supports children with special needs, and works closely with local schools, health professionals and providers of specialist care. There are 8 staff employed on a full and part time basis to work with the children, the majority of whom hold relevant early years qualifications.

The group's admissions policy stipulates that all children are welcomed but that children with a special need are given priority. Transport is provided in the group's minibus to assist children to access the provision, for a maximum of 9 children at any one time. A parent and toddler group is arranged to enable parents and carers to share experiences and gain support.

### How good is the Day Care?

Gosport Opportunity Group provide a satisfactory standard of care for children, in

both its pre-school and playscheme settings.

The management and staff team are experienced and work closely together, most aspects of organisation within the group are in place. Space and resources are well used during pre-school and playscheme operation.

Staff pay adequate attention to children's health within the setting and cater well for children's dietary needs. There is a satisfactory child protection procedure in place, with most staff clear about its implementation. Most aspects concerning children's safety are in place, however fire drill procedures are infrequently reviewed.

Staff plan and provide a range of activities for children, and ensure that children with special needs are fully included. They have a good understanding of equal opportunities and interact well with all children attending. Staff manage children's behaviour effectively and form positive relationships with parents. Most documentation is in place to support this relationship, but some lack necessary detail and accuracy.

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

At the last inspection it was recommended that the group record the actual time that children leave the premises and improve documentation used to gain consent for administering medication. The register now shows when children leave the premises, ensuring their safety at all times. Consent to administer medication is still non-specific, which could lead to errors being made or delay occurring in caring for a sick child.

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

- Staff ensure that children have access to a range of play equipment that is stimulating, attractive and enables them to continue their learning in an enjoyable way. All resources are well maintained and accessible to children, enabling them to make safe, independent choices about their play.
- Staff know children in their care well, they are fully aware of their individual characters so tailor daily activities and resources to meet the needs of all children attending.
- Staff promote anti-discriminatory practice by ensuring children have equal access to resources, seeking information from parents concerning the family traditions and customs, and by encouraging all children to show respect and consideration for others.
- Staff manage children's behaviour in a consistent and sensitive manner. The children are always praised and encouraged, developing their self esteem, confidence and independence.
- Staff share the procedures for behaviour management with parents by ensuring that the policy is available to all.
- Staff keep parents fully informed about events in their child's day and maintain confidentiality at all times. All are confident in their dealings with

parents and consistently respect parents' wishes concerning the care of their child.

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

- the safety of the children by development of a procedure to follow should a child be lost, and review of fire drill procedures
- prompt child protection training for new staff and recording of visitors to the premises
- the partnership with parents by obtaining specific written consent to administer medication; gaining written consent for seeking emergency medical treatment and recording all existing injuries
- the accuracy of the written statement on special needs, to ensure this is consistent with current legislation and guidance
- the information shared with parents by recording and sharing significant issues relating to behaviour.

#### **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
2	develop a statement of procedure to be followed in the event of a child being lost.	18/03/2004

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

Std	Recommendation
2	Ensure registration arrangements show when visitors are present.
2	Ensure induction of new staff includes child protection training.

10	Devise and make available to parents, a written statement on special needs which is consistent with current legislation and guidance.
11	Keep a sufficiently detailed record of significant issues and share this with parents.

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

### How effective is the nursery education?

Gosport Opportunity Group offers acceptable nursery education but has some significant areas for improvement. It enables children to make generally good progress towards the early learning goals in some areas but has significant areas for improvement in others.

The quality of teaching has significant weaknesses. Staff have limited knowledge of the early learning goals and lack confidence in using the stepping-stones. They do not use children's assessments adequately to inform the next stage of planning to enable the children to progress. However, they have a good knowledge of individual children and use praise and encouragement to increase their confidence and self esteem. They try a range of methods to manage children's behaviour effectively; as a result, behaviour is generally good. There are suitable systems in place to support children who have special educational needs and have English as an additional language.

The quality of the leadership and management has significant weaknesses. The group has recognised these and is working with external bodies to make improvements to enhance the quality of the educational provision. However, there is no consistent appraisal system in place to monitor how the staff teach and assess the children effectively and staff are unable to follow the plans and routines adequately to make the most of children's learning opportunities.

The partnership with parents and carers is generally good. Parents are welcomed into the group and offered the opportunity to take an active role in their children's learning via the parent's rota. They have access to a variety of information about the group via notice boards, newsletters, prospectus and verbal feedback. The parents have relaxed and positive relationships with the staff and are confident to discuss any concerns and their children's individual needs. However, they are provided with unclear information relating to the foundation stage, early learning goals and stepping-stones.

### What is being done well?

- Staff welcome parental involvement and provide opportunities for parents to participate in the group.
- Staff value each child as an individual and have a good knowledge of each child's individual needs, including those with English as an additional language.
- Children's personal, social and emotional development is good. Children show confidence and are keen to be independent.

**What needs to be improved?**

- planning, to identify how activities can be extended for children who learn more quickly.
- staff's knowledge and understanding of the early learning goals and the stepping stones to effectively link them to the planning of activities and the assessment of children.
- staff's appraisal system to identify training needs and monitor the quality of teaching.
- children's opportunities to explore the written word and to practice linking sounds and letters.
- children's opportunities to talk about themselves and their own experiences and to learn about their environment.

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

The group has made limited progress since the last inspection. One key issue was raised; for staff to develop plans to include how children will be grouped and identify how activities can be extended for children who learn more quickly. The group has now implemented a key worker system that groups children according to their age and ability and whether or not they have special educational needs. As a result of this, children are grouped more appropriately at key worker times to better meet their individual needs but are able to fully integrate with all children at other times to promote inclusion. Plans still do not reflect how activities can be extended for the children that learn more quickly, therefore, this remains a key issue.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children show confidence and independence, for example during craft activities they are able to select own resources and during registration time, are able to find name cards and get quickly involved in activities. However, their independence is restricted at snack time as staff pour drinks, prepare food in advance and hand out the snacks themselves.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Significant Weaknesses
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Children are able to sit still and listen at story time and join in with action rhymes afterwards. Staff encourage facial expressions and mime as well as use of spoken language to ensure all children can be involved in all activities. However, children have limited opportunities to talk in small groups and to practice linking sounds and letters. They are not encouraged to explore the written word but show an interest in using pens, demonstrating their emergent writing skills.

### MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children show confidence when counting aloud to 5 and when sorting objects by colour and size. They are beginning to use mathematical language and have opportunities to see number, shape and colour displayed around the room in everyday situations. However, staff miss opportunities to allow children to pour, measure and weigh things for themselves.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Significant Weaknesses
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Children are able to demonstrate good cutting and joining skills. They use tools and materials competently and confidently. However, staff miss opportunities to teach children about their environment e.g. by playing with fallen leaves in the garden. Children have limited opportunities to use IT equipment and are provided with little opportunity to talk about themselves and their own experiences.

### PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children are skilled at using a variety of construction equipment. They confidently use scissors, rolling pins and materials for building their own models. They demonstrate a good sense of spatial awareness, especially outdoors. They move confidently and safely showing good levels of co-ordination and have good control over the equipment. However, staff miss opportunities to encourage other areas of learning while children are participating in physical play.



<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Generally Good
Children have free access to a range of materials both indoors and outside and are encouraged to express their creativity and use their imaginations with a variety of materials and equipment such as paints, glue and sand. However, staff occasionally miss opportunities to encourage and develop children's imagination.	
<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>	

## **OUTCOME OF THE INSPECTION**

The provision is acceptable but has some significant areas for improvement. Children progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

## **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- develop plans to identify how activities can be extended for children who learn more quickly.
- increase staff's knowledge of early learning goals and the use of the stepping stones in informing planning and the assessment of children's progress.
- ensure training needs are identified and teaching is monitored through regular staff appraisals.
- increase opportunities for children to explore the written word and to practice linking sounds and letters.
- increase opportunities for children to talk about themselves and their own experiences and to learn about their environment.

*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.*