



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 507842

DfES Number: 511855

### INSPECTION DETAILS

Inspection Date	08/12/2003
Inspector Name	Lynne Elizabeth Lewington

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	St Leonard's Playgroup
Setting Address	St Leonard's Centre Rectory Road, Oakley Basingstoke Hampshire RG23 7ED

### REGISTERED PROVIDER DETAILS

Name	The Committee of St Leonard's Playgroup
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### ORGANISATION DETAILS

Name	St Leonard's Playgroup
Address	St. Leonards Centre Rectory Road, Oakley Basingstoke Hampshire RG23 7ED

## 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 Leonard's Playgroup opened in 1976. It is an independent playgroup. It operates in the church hall in the village of Oakley near Basingstoke and serves the local community and surrounding villages.

The group have access to a large hall, kitchen and toilets. There is no designated outdoor play area, but a local garden is used.

The playgroup is open between 09.15 and 12.15 on Mondays, Tuesdays, Thursdays and Fridays during school term times.

The playgroup provides 24 places for children aged between 2 years 9 months and 5 years of age. Currently they have no children with special needs and no children with English as a second language. They receive nursery education funding for 5 children aged 3 years and 7 children aged 4 years.

Five part time members of staff work with the children. Three staff members hold a recognised qualification in childcare. The manager is working towards completing the NVQ III in Childcare.

The playgroup receives regular teaching support from the Early Years Development and Childcare Partnership.

### How good is the Day Care?

St Leonard's Playgroup provides good quality care for children. The playgroup provides a warm stimulating environment in which children thrive. Staff are well organised and work together to provide a stimulating range of learning opportunities for the children. Good use is made of all the available space. Equipment is well maintained but suitable storage is limited. Documentation is up to date, clear and easily accessible.

The children have an awareness of health and safety issues around the playgroup. They encourage each other to walk and carry chairs safely, they independently wash

hands after toilet and messy activity. Risk assessments are undertaken by the staff and most hazards have been identified. Snack time does not encourage social interaction or offer healthy eating options.

Planning and preparation enables the children to access a wide range of well planned activities everyday. Staff are consistent in their behaviour management and children are developing an awareness of right and wrong. Staff have cared for children with special needs and recognise the importance of working closely with parents to meet the child's needs.

The staff have good relationships with parents. Parents support the playgroup and talk with key workers daily. A termly event is organised to enable parents to discuss their child's progress although they can discuss less formally if they wish. Weekly plans are displayed but are not easily accessible to parents.

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

Not applicable.

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

- Staff are deployed effectively to meet the children's needs. They show interest in the children, engage them in conversation and offer continuous praise and encouragement for good behaviour, good manners, effort and achievement.
- The premises offer a bright, welcoming environment where space is used well to provide a range of activities.
- Staff develop good working relationships with parents. Parents are aware of their child's key worker and are confident in the service the playgroup provides.
- The routine is well known to the children and they actively help to tidy away in preparation for the next activity; this increases independence and self esteem.

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

- safety within the setting with regard to children entering the kitchen
- snack time, build on opportunities for social interaction and healthy eating.
- the location of the parents noticeboard with information about the daily activities.

#### **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
6	Ensure kitchen area cannot be accessed by the children.

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

### How effective is the nursery education?

St Leonard's Playgroup is acceptable and of good quality. Children are making generally good progress towards the early learning goals. They make very good progress in personal, social and emotional development, physical development and creative development. Children are confident in their surroundings and relate well to adults and peers. They are interested and enthusiastic to learn, asking questions about activities and items that interest them. Children use a variety of equipment with increasing dexterity and have opportunities to express themselves independently and in adult led activity. Communication, language and literacy, mathematical development and knowledge and understanding of the world is generally good. Opportunities to see the written word around the setting and use information technology are limited.

The quality of the teaching is generally good. Staff provide a variety of planned and familiar activities which encourage the children's imagination and interest. Observations and assessments are used to plan the children's learning. Opportunities to develop the children's understanding of mathematical concepts and understanding of the written word are missed. Praise, encouragement and positive role modelling from the staff ensures that the children have an understanding of appropriate behaviour.

Leadership and management is generally good. All adults are aware of their roles. The staff team work very well together and share responsibility for delivering the curriculum. The leader and deputy are aware of evaluating the service they offer and are currently improving the evaluation of planning.

Partnership with parents is generally good. Parents speak highly of the service offered and the friendly staff. They speak with key workers on a daily basis and have opportunities to discuss their child's progress at more formal meetings. Planning is on display but not easily accessible for parents to see.

### What is being done well?

- Children are offered a wide variety of activities at every session. This encourages them to explore their environment, make choices, experience new activities and develop their skills.
- Children confidently engage in conversation with adults and peers. Staff encourage them to listen and show interest in others throughout the session. They ask what people are doing and enquire how things work.
- Physical development is provided through well planned activities which encourage fine and large motor movement. Children use a variety of tools and large play equipment and take part in team games.

- Children use musical instruments, moving and experimenting with the sounds. They sing along with the instruments and make patterns with the sounds.
- Children are encouraged to use and be aware of their senses. The dough is scented and includes glitter to encourage sense of smell and visual abilities. Staff skillfully draw children's attention to features.

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

- opportunities for counting, simple calculations and using associated vocabulary in practical activities, for example, at snack time
- opportunities for children to see the written word in lower case lettering around the setting
- children's use of the book area
- opportunities to use information technology equipment and programmable toys.

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

St Leonard's Playgroup has made generally good progress since the last inspection. At the last inspection the following issues were raised for improvement: relationships with parents; behaviour management; and staff's understanding of the Foundation Stage.

A regular newsletter is sent to parents, a key worker system gives parents an opportunity to speak to an individual about their child, and termly events are organised for parents to come along to the setting and talk about their child with the key worker. Information about the setting indicates that parents can help, although none currently do. However, the information board with daily plans is not easily accessible to parents. Positive relationships with parents ensure they are aware of their child's progress and are kept informed of activities.

Children's behaviour is now managed consistently and an incident record book is available. A clear policy regarding behaviour and how it is managed is in place. Staff use clear and consistent behaviour management which includes praise and encouragement. Behaviour is managed well and children show an awareness of right and wrong.

Staff have undertaken training and the planning now indicates how all areas of the curriculum will meet the children's learning needs. The leaders are planning to improve their evaluation of the plans.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children relate confidently to each other and adults, when arrive they say good morning to their key workers and friends. They show interest in people and what they are doing, asking appropriate questions. Children negotiate with each other and show awareness of the need to listen and of right and wrong. The staff praise and encourage children, building their self confidence.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children use language well to communicate with peers and adults. They explore new words and extend their vocabulary enthusiastically. Children repeat the descriptive words the adult is using in the story, they use expression in their voices. Children practise emergent writing skills, some write and recognise their own names, but few labels are displayed. Children use books but do not make effective use of the book area.

### MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children have opportunities for calculating through everyday practical activities. They use beakers in the water play and are beginning to understand, full, half full, empty, bigger and smaller. Several children can count accurately to ten and recognise the numerals. Staff do not always recognise the opportunities for expanding the children's understanding of number, quantity and shape.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children experience a good range of activities to learn from first hand experiences and use their senses. Paint, water, sand, dough and construction toys are available for the children, encouraging them to investigate, construct and experiment. Children recall past events and some show an awareness of future events, talking about a past birthday celebration and future Christmas wishes. Opportunities to use information technology are limited.

### PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children show good co-ordination and spatial awareness. They enthusiastically help with tidying away activities, showing awareness of how to safely carry items and reminding each other of how to do so correctly. Many of the children are able to control pencils, pens and scissors when undertaking a good range of activities to develop their manipulative and fine muscle movements. Large motor movement is encouraged by team games, action songs, the use of wheeled toys and climbing frame.

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Very Good
Children express their ideas freely through a good range of activities including role play, creative ideas and movement. They sing and use musical instruments to play along to familiar songs. Activities are planned to ensure that children use their senses. Scented and glittery dough encourages sense of smell and visual sense, and the craft activity included, natural and man made textures, bright and muted colours. Staff skilfully draw children's attention to these features.	
<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>	



## **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 more opportunities for counting, simple calculations and using associated vocabulary in practical activities
- provide children with opportunities to see the written word in lower case lettering around the setting
- improve opportunities for children to use information technology and programmable toys.

*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.*