



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 115294

DfES Number: 511699

INSPECTION DETAILS

Inspection Date	01/04/2003
Inspector Name	Deborah Jane Starr

SETTING DETAILS

Setting Name	Sandford Playgroup
Setting Address	Methodist School Rooms Winscombe Avon BS25 5RJ

REGISTERED PROVIDER DETAILS

Name	The Committee of U/A
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ORGANISATION DETAILS

Name	
Address	

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

Sandford Playgroup is situated in the village of Sandford in North Somerset. It has been operating since 1978 and children attend from a wide geographical area. The group runs from the Methodist School Rooms which consist of the main hall, entrance hall, toilets, kitchen and outside play space at the rear of the premises. The group share the premises with the village toddler group and other local community groups. The group is managed by a volunteer parent committee. The Playgroup is open Monday to Friday 9.00am until 12.55 pm term time only. The session includes opportunities for children to remain for a pre-packed lunch. The Playgroup is registered for a maximum of 20 children aged between 2 years and up to 5 years; children are offered places from the term in which they are 3 years old. There are currently 16 children on the roll; of whom seven are three- year- olds and four are four-year-olds in receipt of funding. There are currently no children attending with special educational needs and none for whom English is an additional language. There are 4 members of staff, all of whom work part time. Three members of staff are currently on fast track training to bring them up to the required level of qualification, the remaining staff member is currently undertaking a correspondence course. Staff attend regular local training sessions to update their knowledge The group receives support from the Early Years Development Advisor and the playgroup has close links with the local village school.

How good is the Day Care?

Sandford Playgroup provides satisfactory care for children. The group is registered to provide care for 20 children aged from 2 to up to 5 years. The group offers a high staff child ratio that enables close supervision of the children at all times; the parent-run committee supports staff in this. Most staff have a sound knowledge of policies and procedures; however the development and implementation of an operational plan and a formal system of induction for new staff members would improve information to staff and parents. Staff give high priority to ensuring that children are safe and secure within the premises and provide toys and equipment which are accessible and regularly checked. Children's work is displayed imaginatively. Staff are committed to creating a safe, caring and hygienic

environment for child. They promote an awareness of good hygiene through planned topic work and daily activities, encourage children to become aware of others and guide children to develop self control. The availability of staff qualified in First Aid needs to be improved to ensure that at least one member of staff with a relevant qualification is present at each session. Staff plan a wide range of activities that support and encourage children to grow in confidence, making their own choices and asking questions. Opportunities for staff to develop their understanding of equal opportunities issues should be considered. Written records are not yet used to help staff identify the next stage of learning for children. Staff work well with parents to ensure that children are settled and progress in their development. Parents are welcomed into the group and their knowledge is valued and used to extend activities. Parents are aware of events within the group through regular newsletters and individual discussions with staff.

What has improved since the last inspection?

At the last inspection the provider agreed to develop and implement an operational plan, undertake risk assessments, develop staff knowledge and understanding of equal opportunities, develop an action plan to ensure that a member of staff with a current first aid qualification is in attendance, obtain written permission from parents to administer medication and keep appropriate records, make a written complaints procedure available to parents, inform parents of the group's responsibility to follow the local Area Child Protection Committee[ACPC] procedures. Written risk assessments are now in place, written permission is now sought to administer medication, first aid training has been identified for staff and the complaints procedure is available to parents. Staff have begun to extend their understanding of equal opportunities however this needs to develop further. The implementation of the operational plan has not yet been achieved as the agreed date had not yet passed and parents are still not informed as to the groups' responsibilities to follow ACPC procedures.

What is being done well?

high staff ratios ensure that children are supervised at all times and their individual needs are met. [Standard 2] children are supported and encouraged by staff through planned and free play activities to grow in confidence, express themselves and make choices [Standard 3] comprehensive policies to ensure the health and welfare of children. and that staff give a high priority to children's safety.[Standard 7] staff work closely with parents to develop positive relationships.[Standard 12]

What needs to be improved?

the process of induction for new staff to ensure they are aware of policies and procedures and to enable a consistent approach to their work [Standard 2] development and implementation of the operational plan as identified at the transitional inspection which will enable staff and parents to be informed of the policies and procedures in place [Standard 2] availability of a member of staff with a current first aid qualification to ensure current practice is followed as identified at

transitional inspection [Standard 7] opportunities for staff to develop their understanding of equal opportunities issues as identified at the transitional inspection.[Standard 9]

Outcome of the inspection

Satisfactory

WHAT NEEDS TO BE DONE NEXT?

The Registered Person must take the following actions by the date shown		
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Std	Action	Date
7	Ensure that at least one member of staff with a current first aid certificate is present at each session	30/09/2003

The Registered Person should have regard to the following recommendations by the time of the next inspection	
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Std	Recommendation
2	Develop and make available for all parents an operational plan as identified at the transitional inspection by 24/04/2003
2	Introduce a system of induction for new staff which ensures they are informed of the working practices, policies and procedures of the group
6	Ensure that a valid public liability insurance certificate is displayed
9	Provide opportunities for staff to develop and broaden their understanding of equal opportunities issues including the importance of positive visual images.
14	Include within the written child protection statement the procedures to be followed where allegations of abuse are made against a staff member.

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

How effective is the nursery education?

Children are making generally good progress towards the early learning goals. The teaching of children is generally good with children's progress in personal, social and emotional development very good. Staff offer a range of activities which promote children's learning and enable them to think for themselves, make choices and express their ideas and thoughts confidently. Planning needs to be extended to include opportunities for practicing writing for a variety of purposes, extending the vocabulary of more able children, creating opportunities for problem solving and comparison in everyday activities and the assessment and evaluation of activities that reflect the learning outcome for children. Children's behaviour is very good. The management and leadership of the playgroup is generally good. There is a dedicated staff team whose commitment to continuing improvement is evident. The partnership with parents is generally good. Parents feel well informed about their child's overall progress. However parents do not contribute to their child's assessment which limits their opportunities to be actively involved in their child's progress in learning.

What is being done well?

1 Children are making very good progress in personal social and emotional development. They are confident, relate well to each other and adults and are able to express their thoughts and ideas. 2 Children's behaviour is very good 3 Staff provide a range of activities which maintain and stimulate the children's interest. 4 The staff team are motivated and committed to continued improvement.

What needs to be improved?

1.Opportunities for children to practise writing for a variety of purposes and extension of vocabulary for more able children 2.Opportunities for children to use comparison and problem solving in every day activities. 3.Planning needs to include assessment and evaluation of activities that reflects the learning outcome for children. 4.The information to parents about the of the Early Learning Goals and the purpose of them, so that they can be actively involved with their child's learning.

What has improved since the last inspection?

The group are making generally good progress since the last inspection and have met three of the four key issues identified; the fourth is no longer relevant under the Foundation Stage. These include the drawing up of a Special Educational Needs Policy and the identification of a SENCO. The extension of resources and identification within planning for greater opportunities for children to explore how things work and by staff promoting number calculation and recognition up to the number ten through a range of activities and good visual displays at children's eye

level.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	
Judgement:	Very Good
Children are making very good progress in personal, social and emotional development. They are confident in choosing activities expressing their thoughts and ideas and listen well to staff and each other this was clearly demonstrated in role play and at snack time. Children's behaviour is good and staff set clear expectations which the children respond to. Children are aware of their local community and have enjoyed topic work about their village.	
COMMUNICATION, LANGUAGE AND LITERACY	
Judgement:	Generally Good
Children are making generally good progress in communication, language and literacy. Staff help children develop their thoughts and ideas through open - ended questioning, this was evident during role play and when children were listening to stories and using books for reference. Children enjoy books and use them confidently. However opportunities for children to link sounds to letters, attempt writing and the extension of vocabulary for more able children are missed.	
MATHEMATICAL DEVELOPMENT	
Judgement:	Generally Good
Children are making generally good progress in mathematics. Staff provide good opportunities for children to use addition and develop their language and recognition of shape and position through free play and topic work, but opportunities for comparison and problem solving through everyday activities such as snack time and lunch time are limited.	
KNOWLEDGE AND UNDERSTANDING OF THE WORLD	
Judgement:	Generally Good
Children are making generally good progress in knowledge and understanding of the world. They learn about growth and change through planned topic work and explore technology through cookery and in the role play areas and during free play using telephones and table top keyboards. There are however limited opportunities for spontaneous model making and construction. Planned topic work introduces children to different cultures and beliefs.	
PHYSICAL DEVELOPMENT	
Judgement:	Generally Good
Children are making generally good progress in physical development. Children move confidently and have a good awareness of themselves in relation to the space they are in, particularly in role play. Children use a variety of small tools well and can work independently when using knives for buttering bread and painting. Opportunities for children to become confident on large equipment and to gain a sense of balance are limited.	

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children are making generally good progress in creative development They are able to use their imaginations within the roles play areas and express their thoughts and ideas freely using a wide range of dressing up clothes and props. Children are provided with good opportunities to explore colour using a range of varied materials. However opportunities to explore sound and rhythm and design in 3 dimensional shape and form are limited to adult led sessions.	
Children's spiritual, moral, social, and cultural development is fostered appropriately:	Y

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
Increase opportunities for children to practise writing for a variety of purposes and the extension of vocabulary for more able children. Provide opportunities for children to use comparison and problem solving in everyday activities. Develop planning, assessment and evaluation that reflects the learning outcome for children Develop and share information with parents so that the educational provision is clear to them and they are able to be involved with the on-going assessment of their child's learning.

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.