



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 226237

DfES Number: 539388

INSPECTION DETAILS

Inspection Date	17/09/2004
Inspector Name	Kate Bryan

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	St Davids Playgroup
Setting Address	St Davids Church Greenhill Road Coalville Leicestershire LE67 4RL

REGISTERED PROVIDER DETAILS

Name	The Committee of St Davids Playgroup
------	--------------------------------------

ORGANISATION DETAILS

Name	St Davids Playgroup
Address	St Davids Church Greenhill Road Coalville Leicestershire LE67 4RL

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. David's Playgroup was established in 1992 and is run by a committee. It operates from two rooms with associated facilities in St. David's church hall in Coalville. It serves the local area.

There are currently 34 children from 2 to 5 years on roll. This includes 26 funded 3-year-olds. Children attend for a variety of sessions. The setting currently does not support children with special educational needs or children who speak English as an additional language.

The group opens five days a week during school term-times year round. Sessions are from 09:30 until 12:00.

There are five staff who work with the children. Over half the staff have early years qualifications to NVQ level two or three and one staff is currently working towards a recognised early years qualification. The setting receives support from the Leicestershire Early Years Development and Childcare Partnership.

How good is the Day Care?

St David's Playgroup provides good quality care for children. Available space is used appropriately so that children have access to a quieter room for activities such as small group work and a larger room with floor and table activities. Policies and procedures are very comprehensive, although the complaints procedure does not contain details of the regulator and parents do not sign to acknowledge medication dispensed.

Arrangements for health and safety at the group are good. Priority is given to maintaining children's safety and a risk assessment is in place. Procedures are in place for emergency evacuations and equipment is checked on a regular basis, which contributes to good safety measures at the group. Trained first aiders are available and a policy regarding ill children ensures that the children's well being is promoted. A milk bar is in operation which allows the children to decide when they

wish to have a drink, thus promoting independence and choice.

The group has a very good range of resources for all children. Very good relationships are in place between children and staff which encourages children to explore in a safe environment. Effective planning covers all age groups and regular assessments clearly show what children have achieved and what they need to learn next. Sensible boundaries are set for children's behaviour which ensure that the children learn through positive examples. A written behaviour management policy ensures that parents and staff can work together to provide consistent messages for children.

The group works very well in partnership with parents and carers who receive a good range of information about children and the provision. Parents are encouraged to be involved in their child's learning and receive regular information regarding their child's progress and activities at the group.

What has improved since the last inspection?

At the last inspection the provider agreed to ensure that children had access to drinking water and the ages of children cared for were within the registered ages. Children have access to drinking water and a milk bar ensures that children can choose when they wish to have a drink, this enhances choice and independence for children as well as ensuring they are hydrated. Children cared for are now between the ages of two and five years which ensures that registration requirements are complied with.

What is being done well?

- Comprehensive policies and procedures are in place which provide clear information about the way the service is presented to children. A development plan allows the leader to plan for the further improvement of the group.
- Staff and children enjoy very good relationships, which are sustained by staff remaining calm and interested in the children. Effective planning ensures that all six areas of learning are promoted through education and play.
- Staff manage behaviour well. They are aware of the developmental needs of children and use strategies which are understandable to children, for example, distraction. Positive behaviour is promoted by praise and encouragement.
- Parents receive a lot of good quality information about the setting and their child. They also have the opportunity to be involved in their child's learning by accompanying them on visits or using story sacks.

What needs to be improved?

- the arrangements to keep a written record, signed by parents, of medicines given to children

- the complaints procedure to include the address and telephone number of the regulator (Ofsted).

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
14	Keep a written record, signed by parents, of medicines given to children.
14	Ensure that the complaints procedure contains the address and telephone number of the regulator.

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 St David's Playgroup is of a good quality, as a result, the children make generally good progress towards the early learning goals in all six areas of learning.

Teaching is generally good. Staff provide a varied programme of activities based on national guidelines. They are aware of the need to ensure that children are challenged in their thinking. Staff plan according to the early years curriculum, providing interesting resources. They assess the children regularly. However, they do not use the information from those assessments to plan for children's individual needs. Consequently the adult-led activities are sometimes too hard for the younger children. In addition, the children are organised into large groups and directed for too long, resulting in children becoming restless and losing concentration. As a contrast, in free-choice activities staff work very well alongside the children, building relationships and developing the children's ideas well. At those times they manage the children's behaviour well. Staff are conscious of the need to help settle new children into the playgroup.

The leadership and management are generally good. Staff are committed to improve the quality of the provision and work with that aim in mind. Systems have been put into place to try to identify their future development. Staff meet regularly to plan and discuss their work and attend courses to improve their own knowledge.

The partnership with parents and carers is very good. Parents receive good quality information about the provision. They are well-informed about their children's progress and are able to meet with staff at open days and on a daily basis to discuss their children. Parents are encouraged to be involved in their children's learning and feel the staff are approachable and supportive of their children's needs. They are able to stay with their children to settle them in their new environment.

What is being done well?

- The playgroup has a very good partnership with the parents and carers.
- Aspects of personal, social and emotional development are good. Children are learning to become independent and how to behave whilst choosing their own activities.
- Children are learning to communicate well; they are developing their vocabulary and establishing good interactions with the staff.

What needs to be improved?

- the use of the stepping stones to ensure that the adult-led activities match individual children's needs
- the organisation of group sessions to meet all the children's needs
- the balance of time between child-initiated activities and adult-led activities.

What has improved since the last inspection?

Generally good progress has been made since the last inspection. Staff are now aware of the need to provide challenge to develop the children's reading, writing and number skills.

Staff ensure that children are aware of numbers and that numbers are used to solve very simple problems.

Staff have received training on meeting the needs of all children in whole group sessions. However, they are still not catering well for the needs of the younger children at those times.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Relationships between staff and children are developing well. Children chat happily to staff and concentrate well when in small groups, such as at the milk bar. Children are learning to come into the playgroup confidently and how to behave in their new environment. They enjoy their play and are fully involved in free-choice activities. However, in large groups the children lose concentration because they are sitting for too long.

COMMUNICATION, LANGUAGE AND LITERACY

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

Children's communication skills are developing well because the level of interaction between children and staff is good. Consequently, children are developing their thinking skills well. Children know the words of a lot of songs, helping them to understand about rhymes and rhythm in language. The three-year-olds are learning effectively through mark-making activities. Children are learning to recognise their names. However whole group sessions are too difficult for the younger children.

MATHEMATICAL DEVELOPMENT

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

Children are learning effectively about numbers through casual conversations, such as the need for two more pieces to make a construction. They are able to sort objects into colours using plastic bears and as children progress they can identify different sizes of bears. The three-year-olds know the early stages of counting and begin successfully to match the number three to their age. The older children are able to identify shapes well but activities are sometimes too hard for the younger ones.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Children use commercially produced materials and discarded packaging to build, join and shape constructions to learn the early stages of design. Children learn about their environment through well-planned visits. They develop a sense of time and place by talking enthusiastically about their families, their lives and what they have done. Younger children are at times given activities they are not able to cope with. Children effectively learn about a range of cultures through celebrations.

PHYSICAL DEVELOPMENT

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

Children's manipulative skills are being developed well through using a variety of objects like brushes, playdough tools and construction materials. They play ring games to develop an awareness of space but sometimes the groups are too large for the younger children. The children are learning to use the good range of equipment like balance bars to develop control and co-ordination. They are learning the early stages of staying healthy through actions such as washing their hands before eating.

CREATIVE DEVELOPMENT

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

The children successfully use colour to paint their pictures. They enjoy experimenting with sponges, leaves and cornflour mixtures to explore texture. Their imagination is being developed effectively through planned role-play situations but the younger children do not always have enough time to consolidate their learning. Children know a variety of songs from memory which they sing with enthusiasm. They are learning well how to operate different musical instruments and the sounds they make.

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

- use the assessments and stepping stones to match teaching to children's needs
- organise large group sessions to meet the needs of all children
- provide a balance between the time used for adult-directed and child-initiated activities.

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.