



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 109403

DfES Number: 585593

INSPECTION DETAILS

Inspection Date	08/11/2004
Inspector Name	Alison Weaver

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Chyngton Methodist Church Playgroup
Setting Address	Millberg Road Seaford East Sussex BN25 3ST

REGISTERED PROVIDER DETAILS

Name	The Committee of The Management Committee
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ORGANISATION DETAILS

Name	The Management Committee
Address	Millberg Road Seaford East Sussex BN25 3ST

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

Chyngton Methodist Church Playgroup opened in 1989. It operates from a church building in a residential area on the outskirts of Seaford, close to a local primary school. The group has the use of a large church hall and a smaller room. They also have access to the main church hall, a kitchen, and toilets. A maximum of 24 children may attend at any one time.

The group opens 5 days a week during school term times. Sessions are from 09.15 until 13.10 on Mondays and Fridays. Tuesdays and Wednesdays the group is open from 09.15 until 12.00. It also opens on Thursday afternoons from 12.15 until 14.45. All children share access to a secure enclosed outdoor play area.

There are currently 25 children from 2 to under 5 years on roll, of these 15 children receive funding for nursery education. Children come from a wide catchment area. The setting offers support to children with special educational needs, and children who speak English as an additional language.

The setting employs five staff. Two of the staff, including the manager, hold appropriate early years qualifications. Two staff are working towards a recognised qualification.

How good is the Day Care?

Chyngton Methodist Church Playgroup provides satisfactory care for children.

Staff work well together as a team and are very supportive to one another. They are enthusiastic and show commitment to improving practices in the setting. The recruitment and induction procedures are appropriate. Generally the setting and staff are organised effectively. A variety of different play areas are created for the children and the outdoor area is well used.

Staff place strong emphasis on ensuring children are safe at all times. The necessary safety precautions are in place. There are appropriate hygiene

procedures being carried out by staff and being encouraged with the children. Staff take into account children's individual needs and health concerns when caring for the children. Staff ensure that children with special educational needs are fully included and well cared for.

There is a good variety of equipment available for use with the children, however, there is a lack of resources which show positive images of race, culture, religion, and disability. Staff plan and provide a range of activities and equipment, most of which are appropriate to the level of children's development. Children are happy and settled, enjoying their time in the group. The staff are good role models and provide positive praise and encouragement.

The partnership with parents and carers is satisfactory. Parents are welcome in the group and encouraged to be involved on the committee. The introductory pack for new parents only gives limited information about the group. Once started in the group parents receive a variety of other more helpful written information about the provision. Parents talk informally about their child with the staff. There are limited opportunities for parents to receive more formal feedback about their child's progress. All the required documentation is in place but there are adjustments necessary in one of the policies and in the information gained from parents.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Staff build positive relationships with the children. They take an interest in them and are aware of their individual needs. They are very caring and friendly, creating a relaxed environment with clear routines so that children feel secure.
- The children are able to play independently and in groups. They relate well to each other and to adults. The children are very confident and clearly enjoy their time in the group.
- Staff provide parents with a lot of helpful information about the daily activities, plans, policies, and the Foundation Stage. They also receive regular monthly newsletters where they are kept informed about events and general issues in the group.
- Staff are given different responsibilities in the group which builds their confidence and creates a strong team spirit. They understand their roles and ensure that they have the relevant information to carry out their tasks. They are very keen to learn and to improve their methods of working.
- Safety is given a high priority with one designated member of staff responsible for this area. She keeps a daily record of any concerns raised and regularly reports to the committee to ensure that any necessary action is taken.

What needs to be improved?

- more effective organisation of activities and staff to ensure all children are fully involved and stimulated
- the provision of resources that show positive images of race, culture, religion, and disability
- the child protection policy, to include further details about how to report concerns and how to deal with allegations made against members of staff
- introductory information about the group and the use of the registration form for parents to give details about religious, language and cultural issues.

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 should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
9	Extend the provision of resources that show positive images of race, culture, religion, and disability.
13	Expand the child protection policy to give clearer procedures for reporting concerns and for dealing with allegations made against staff.

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

How effective is the nursery education?

Chyngton Methodist Church Playgroup offers provision which is acceptable and of good quality. Children are making generally good progress towards all the early learning goals.

The overall quality of teaching is generally good. Staff have a secure knowledge of the Foundation Stage. They use this knowledge to plan a broad curriculum which covers all areas of learning. They provide a range of interesting activities for the children but at times there is a lack of challenge for the more able children. Sessions are generally well organised although sometimes there is insufficient adult interaction to support and extend children's learning at everyday activities. The lack of visual displays and labelling limits children's progress. There is a satisfactory observation and assessment system in place which is used informally to inform future plans. Staff provide good support for children with special needs. There are effective systems in place to ensure that the needs of these children are met. Staff develop good relationships with the children. Children generally behave well in response to the high expectations of staff. There are some opportunities for children to develop their independence.

Leadership and management of the setting are generally good. The staff work very well together as a team and are supported by the committee. All staff are involved in the planning of the curriculum and an effective key worker system in place. Ongoing training is encouraged to develop the knowledge of staff. There is a strong commitment to monitoring and improving practices.

The partnership with parents and carers is generally good. Parents are well informed about the plans and activities. They are very welcome in the group and some serve on the committee. Parents are encouraged to become involved in their child's learning in an informal way but this is not fully extended. They receive verbal information about their child's progress but formal feedback is very limited.

What is being done well?

- Parents are well informed about what their child is learning in the curriculum. They are given a lot of information about the planning and daily activities. Their knowledge of the Foundation Stage is developed through a useful handbook about the early learning goals.
- Staff have a good knowledge of the individual children in their key worker groups. They form close, caring relationships which results in the children being very confident and settled.
- Children frequently share their models and pictures with the staff during free play and receive a lot of praise and encouragement in return. This builds their

self esteem.

- Children thoroughly enjoy role play area and spend long periods of time at these activities.
- The staff team works very closely together. All members of staff are able to contribute to the planning and their ideas valued. They are very keen to learn and to improve the care and education for all the children.

What needs to be improved?

- opportunities for parents to contribute to children's learning and assessment and to receive regular formal feedback about their child's progress
- the storage of resources to promote children's independence and the daily availability of sufficient challenging activities
- the use of the environment to develop children's word recognition, and opportunities for children to develop their understanding of the link between sounds and letters
- staff interaction at everyday activities and practical situations to promote and extend children's learning.

What has improved since the last inspection?

Generally good progress has been made in addressing the key issues identified in the last inspection report. The group has implemented a new assessment system which shows the achievements of each child. Regular observations are carried out and these are used to complete individual child's profiles. Staff discuss these profiles at the planning meetings and informally plan the next steps for learning. The focus activity planning is less effective at identifying the next steps of learning for individual children to ensure all are being challenged and extended.

The staff regularly plan and monitor the curriculum to ensure that it is balanced and covers all six areas of learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are confident, happy, and settle quickly. They see to their own personal needs and make their own choices. Most children are able to concentrate at activities. They are able to work on their own and with others. They relate well to staff and peers, learning to share and take turns. Some children are beginning to show care for others. Opportunities for them to their independence skills are not fully exploited. Children are generally well behaved but a few are less attentive.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children confidently express their thoughts and ideas. They generally listen well. They act out a variety of role play scenarios. There are planned opportunities to learn letter sounds. They enjoy sharing books with others. They recognise their names and some are beginning to form letters correctly. Everyday activities are not fully used to practise writing for different purposes and to learn letter sounds. The limited displays and labelling restricts the development of word recognition.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children count confidently to 10 and beyond. They sort and match successfully. They enjoy number songs and rhymes. They make patterns using pegs and beads. They recognise simple shapes. Their understanding of space, shape, and measure is developing. Children are beginning to use mathematical language correctly. The lack of number displays and number lines restricts children's progress. Everyday situations are not utilised enough to develop children's understanding of simple calculation.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children use their senses to explore a variety of objects. Planned activities help children notice changes that occur. They enjoy making models using a range of construction materials. They use a limited range of tools competently. They show increasing skill in the use of a computer. They learn about their environment and lives of other people. Opportunities to encourage children to explore objects are not fully exploited in everyday activities.

PHYSICAL DEVELOPMENT	
Judgement:	Generally Good
Children show good co-ordination and sense of space. They move confidently and safely using a variety of small and large equipment. They enjoy using large play equipment and show increasing skills when climbing, balancing, and sliding. They show good hand-eye co-ordination, including when catching and throwing. They show good fine motor control using a variety of equipment. They use a limited range of tools competently but there are insufficient opportunities to use them regularly.	

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children enjoy participating in singing activities. They enjoy exploring different media and materials. They use their imagination well and express their ideas in a variety of different scenarios. They enjoy using the computer to create different pictures and patterns. Opportunities for children to explore music and sound are infrequent. Sometimes the lack of staff interaction limits the extension of children's imagination in the role play area.	

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

- Extend opportunities for parents to contribute to children's learning and assessment and to receive more regular formal feedback about their child's progress.
- Improve the planning of activities to ensure that all children are being challenged and extended. And make greater use of everyday activities and routines to help children develop and progress towards the early learning goals.

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.