



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 113696

DfES Number: 520971

INSPECTION DETAILS

Inspection Date 21/10/2004
Inspector Name Jacqueline Crawford

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Singleton Playschool
Setting Address Singleton School
Singleton
Chichester
West Sussex
PO18 0HP

REGISTERED PROVIDER DETAILS

Name The Committee of Singleton Playgroup 1079899

ORGANISATION DETAILS

Name Singleton Playgroup
Address Singleton
Chichester
West Sussex
PO18 0HP

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

Singleton Playschool opened in 1996. It operates from a playschool classroom in Singleton Primary School. Children have access to the outdoor play areas within the school grounds. The playschool is committee run, has a close liaison with the primary school and serves the local rural community.

There are currently 5 children from 2 to 5 years on roll. This includes 3 funded 3 year olds. Children attend for a variety of sessions. The settings offers support to children with special needs and those who speak English as an additional language.

The playschool opens 5 days a week during school term times. Sessions are from 11:30 until 14:30 on Mondays, and from 8:30 until 12:30 Tuesday until Friday.

One full-time and 3 part-time staff work with the children. The supervisor is experienced and holds an early years qualification. One member of staff is currently working towards a recognised qualification, the remainder of staff are committed to undertaking relevant early years training. The setting receives support from a mentor from the Early Years Development Partnership (EYDCP), the Pre-School Learning Alliance (PLA) and teaching staff from the school.

How good is the Day Care?

Singleton Playschool provides a good standard of care for children.

The playschool provides a welcoming, organised and safe environment which ensures children are well cared for. Staff are working towards relevant childcare qualifications and have a clear understanding of their roles and responsibilities. They work effectively as a team and are deployed well in all activities, supporting children's developing needs. Staff receive appropriate induction training and are guided by the clear policies and procedures which they implement and understand. Documentation and records are clear, accurate and well presented.

The provision is well monitored to ensure the safety of children and staff. Effective

systems are in place for the safe arrival and departure of children and to maintain a secure environment. Regular fire drills are practiced and recorded. Staff act in the children's best interest at all times and maintain current first aid certificates. They raise children's awareness of personal care and good hygiene practice during daily routines and activities. Regular drinks and healthy snacks are provided. Provision is made for parents to provide packed lunches for their children. Staff promote equal opportunities which is reflected throughout their practice. All children are valued, supported and their individual needs are met. Staff have a clear understanding of child protection issues and the procedures to follow.

The children are happy and motivated, they are developing good relationships with the staff and each other. Interaction between the staff and children is very good. The simple behaviour management techniques used, help children to consider others and learn right from wrong. The broad range of indoor and outdoor activities promotes stimulating play and learning opportunities.

Parents receive a warm and friendly welcome into the play-school. They are kept fully informed about the provision and of their child's care and development.

What has improved since the last inspection?

Not applicable.

What is being done well?

- A welcoming, bright and stimulating self-contained environment, in which space is used creatively to provide good areas for children's learning and play. Good use is made of the outdoor play area and the surrounding environment to extend children learning and development.
- Staff provide a caring environment where children learn through play. The broad and balanced range of toys, equipment and resources, promote children's development in all areas of learning and reflect equal opportunities and diversity. The organisation of activities and storage of resources enables children to access toys and equipment easily and independently.
- Staff act as very good role models, encouraging children to be well mannered, to share and take turns and to be helpful to staff and each other. The consistent behaviour management techniques used are understood by children and shared with parents.
- Good relationships are developed at all levels, staff interact with the children extremely well. Children have opportunities for further social interaction with other children at lunch times. There is a strong partnership with parents, with opportunities for them to serve on the committee and to be involved in playschool activities and events.

What needs to be improved?

- the current level of qualified staff and arrangements to deputise
- the staff's knowledge and understanding of special educational needs with regard to the Code of Practice (2002).

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

Since the last Inspection Ofsted has not received any complaints about the provider.

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
2	develop an action plan that sets out how staff training and qualification requirements will be met
10	improve the staff's knowledge and understanding of special educational needs with regard to the Code of Practice (2002).

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

How effective is the nursery education?

The provision of nursery education at Singleton Playschool is acceptable and of good quality, children are making generally good progress towards the early learning goals in communication, language and literacy, and very good progress in all other areas of learning.

The quality of teaching is generally good. Staff have sufficient knowledge of the Foundation Stage and stepping stones across the six areas of learning. They use their skills to present children with a good balance of play and learning experiences, which provide challenge and guide children towards the early learning goals. Staff make regular observations of children's progress and development, and evaluate the learning programme. The information gathered is used to inform future planning. However, planning needs to be more detailed in order to extend learning activities for the older and more able children. Staff form very good relationships with the children. They act as extremely good role models showing courtesy and respect to the children and each other.

The management and leadership is very good, recognising the strengths of the provision and any areas for improvement. There are effective systems in place which monitor and evaluate the quality of care and education based on the curriculum guidance. The management support the staff team extremely well, the training needs for new staff is recognised and further training is encouraged. The planning of the educational programme is currently being developed.

The partnership with parents is very good. Parents receive good quality information about the provision, topics, events and the learning programme. They are kept well informed about their child's progress, through assessment and development records, informal discussions and consultation meetings with staff. They are given opportunities to be involved in their child's learning. Extremely good links are established between home and the playschool.

What is being done well?

- The welcoming and stimulating environment in which children are happy, interested and motivated. Children show confidence and interact well, forming good relationships with staff and each other. They are developing their self-esteem and independence effectively as they participate in daily routines and the learning programme.
- The opportunities for interaction with other children from the school, particularly at lunch times, enabling children to develop further social skills whilst preparing them for school.
- The opportunities for children to develop their creativity, when exploring patterns of sound and rhythm using musical instruments and shakers they

have made, and by selecting familiar songs and rhymes from a song sack during group activities. Children are able to access different musical instruments such as rainmakers and bongo drums, from the interactive display.

- The good range of resources, topics and teaching methods which allow children to compare shape, pattern and size, developing their understanding of mathematical ideas and the use of the vocabulary involved.

What needs to be improved?

- more opportunities for linking sounds and letters, mark marking and writing
- the use of more written labels displayed around the provision
- the planning and detail of the learning programme, in order to provide extended learning opportunities for the older and more able children.

What has improved since the last inspection?

There were 2 key issues identified at the last inspection.

1 Story times at the end of sessions, so there are less interruptions by the younger children.

The small number of children currently attending, enable all children to enjoy and listen attentively to stories.

2 The use of books by children in free-choice time.

Books are now located in a comfortable book corner which allow children to gain free access and make individual choices.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy, motivated, listen attentively and show good levels of concentration. They are confident to try new activities and share their ideas. They are developing their personal independence very well. Children share and take turns and participate enthusiastically in all activities. Relationships are good at all levels. Children are developing social skills, but opportunities for social interaction is limited due to low numbers of children attending.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children listen attentively to stories and respond with enjoyment to familiar songs and rhymes. They are developing their pre-reading skills during individual teaching with staff. Children are encouraged to extend their speaking skills as they share their ideas and experiences. Children recognise their own names and learn that writing is used for different purposes during role play. There are inconsistent opportunities for linking sounds and letters, writing and mark making.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count confidently and are beginning to recognise numerals 1 - 10 using number lines. They are learning simple number operations during daily routines, planned activities and when using computer programmes. They are beginning to use mathematical language to describe position and size, developing their understanding of shape through the planned topic. The good range of resources provide practical ways for children to develop their mathematical ideas.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are offered a good range of topics and activities which allow them to investigate and find out about the world around them. For example, a local walk to the café to buy biscuits, growing cress. The effective use of the computer, learning programmes and staff support, allows children to develop their skills and knowledge well. Children are developing an awareness of their own and other cultures, while listening to stories, during role play and as they celebrate a variety of festivals.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move with confidence and control, showing a good awareness of space and others during all group activities. Children have many opportunities to develop their physical skills and increase their fine manipulative skills during planned activities, for example, when using musical instruments and a variety of outdoor equipment, tools and resources. Children are developing an awareness of staying healthy, through the provision of healthy snacks, good routines and the learning programme.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children explore texture, colour, shape and form using a variety of creative media. They learn to express their own ideas when free painting and observational drawing. Children enjoy regular music sessions. They are beginning to match patterns of sound, pitch and rhythm when using shakers they have made and musical instruments. They enjoy familiar songs from the 'song sack', and role play opportunities.

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

- provide more opportunities for linking letters to sounds, writing and mark marking
- introduce the use of more labels which relate to familiar objects and displays in the provision
- develop more detailed curriculum planning, in order to provide extended learning activities for the older and more able children.

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.