



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 136089

DfES Number: 582824

### INSPECTION DETAILS

Inspection Date	06/07/2004
Inspector Name	Janice Clark

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Stoke Gifford Playgroup
Setting Address	Poplar Rooms, North Road Stoke Gifford Bristol Avon BS34 8PE

### REGISTERED PROVIDER DETAILS

Name	The Committee of Stoke Gifford Playgroup Management Committee
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### ORGANISATION DETAILS

Name	Stoke Gifford Playgroup Management Committee
Address	Poplar Rooms North Road, Stoke Gifford Bristol Avon BS34 8PE

## 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

Stoke Gifford Playgroup is a well established committee run group. It is located the Poplar rooms in Stoke Gifford. Children have access to a large hall and a smaller room. The group opens Monday to Friday from 09.15 - 12.15 term time only.

The group offers care for children between three and up to five years. Currently 29 children attend throughout the week on a variety of sessions. All of the children are receiving funding for nursery education; 14 are aged four years and the others are aged three. There are three children attending who have English as a second language and the nursery is currently supporting children with special educational needs.

There are five members of staff who work with the children including the two play leaders. Most have a level three qualification in early years or are working towards it. One of the play leaders has a teaching certificate. They receive support from the Pre-School Learning Alliance and the Early Years Childcare Partnership.

### How good is the Day Care?

Stoke Gifford Playgroup provides satisfactory care for children. The staff offer a warm and welcoming environment with posters and displays of the children's work on the walls. There is adequate space for children to play without restriction. The group has a wide range of toys and equipment suitable for all ages and stages of children attending. Most policies and procedures are in place but some lack necessary detail.

The staff have a satisfactory awareness of safety in the setting and the procedure to escort children across the car park to the outside are particularly effective. Staff are active in promoting children's personal hygiene. There is no system in place for recording medication. Drinks are made readily available and children are offered a variety of healthy and nutritious snacks. Staff have a good awareness of what is meant by abuse and neglect and are aware of the signs and symptoms.

The group offer a range of activities that promote progress in all areas of development. However, the range of activities offered does not always provide sufficient variety and choice. Staff interact, question and listen to the children but this is not consistent throughout the session. The setting is committed to providing equal opportunities for children and their families. They ensure that children with special educational needs have access to all activities. Behaviour in the group is good and children have clear boundaries to follow.

Parents receive good quality information and all policies and procedures are available to them. They are encouraged to share their knowledge of their children's development on entry into the group which enables staff to build on early experiences.

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

During the last inspection the group was requested to update and extend policies and procedures as well as review security and increase safety awareness.

Since the last inspection the group have implemented a system to record any incident of physical restraint, all visitors are recorded and supervised appropriately, Ofsted are advised of any staff changes and there are adequate staff working directly with the children. Staff ensure that the premises are kept secure at all times and they carry out risk assessments of the premises to ensure that all areas are safe.

The implementation of the systems and procedures assists in promoting a well organised environment for children, staff and parents. The increase in security and safety assists in providing a safer environment for children to play. However, there is scope for improvement in this area.

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

- The setting has a wide range of toys and equipment that represent positive images of culture, ethnicity, gender and disability. Parents of different cultures and traditions are happy to share their expertise within the group.
- The staff have a positive attitude towards children with special educational needs. Staff work with parents and outside agencies to ensure that the children's needs are being met.
- Staff follow a positive approach to behaviour management. Good behaviour is rewarded with praise and encouragement.
- Parents are kept well informed of their children's progress and development both formally and informally on a regular basis.

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

- procedures, to ensure that there is an effective system in place to record the attendance of parents on rota duty

- the range of the activities offered to children to provide sufficient variety and choice
- safety, to ensure that all fire exits are free from obstruction and that fire drills are recorded appropriately
- procedures, ensure that there is an effective procedure in place to record the administration of medication
- child protection policy, to include the procedure to follow in the event of an allegation being made against a member of staff or volunteer.

### 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 must take the following actions by the date shown

Std	Action	Date
7	Keep a written record, signed by parents, of medicines given to children.	16/07/2004

#### The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	Ensure that there is an effective system in place to record the attendance of parents on rota duty.
3	Extend the range of activities for children to provide more variety and choice and ensure that staff interact with the children consistently throughout the session.
6	Ensure that the fire exits are not obstructed and that a detailed record of fire drills is kept.
13	Extend the child protection policy to include the procedure to follow in the event of an allegation being made against a member of staff or volunteer.

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

### How effective is the nursery education?

Stoke Gifford Preschool provides good quality nursery education overall which enables children to make generally good progress towards the early learning goals. The provision for their personal, social and emotional development, physical development as well as their knowledge and understanding of the world is particularly well planned and the children are making very good progress in these areas.

Teaching is generally good. Staff plan stimulating and interesting activities for children. However, the planning system is not entirely effective as not all areas of learning are receiving adequate, regular attention. For example mathematical development. Staff regularly observe and record children's progress and development. However, due to inconsistencies in the children's records, they are not used effectively resulting in a lack of challenges for children in communication, language and literacy, mathematical and creative development. Staff support children with English as an additional language and children with special educational needs and their families well. Behaviour in the group is good.

The leadership and management of the setting is generally good. Regular staff meetings and informal discussions ensure that there is good communication within the team. The play leaders and the staff show a commitment to the improvement of the provision of children attending the group through staff development and training. However, the system for monitoring the education provision in the setting is not entirely effective as the areas of communication, language and literacy, mathematical development and creative development are not sufficiently covered.

Partnership with parents is very good. Parents have opportunities to share their expertise and to help assist with activities during the sessions. Staff offer them good information to enable them to support the children's activities. Parents are encouraged to extend their children's learning in the home.

### What is being done well?

- Staff are enthusiastic in their teaching and offer hands on experiences for children such as inviting them to bring their pets into the group.
- Staff encourage a calm atmosphere in the group which leads to a good learning environment. They speak quietly and calmly to the children. They direct them and give clear instructions. Children are given clear boundaries and these are reinforced by staff.

### What needs to be improved?

- planning, to ensure that all aspects of the six areas of learning receive

sufficient and regular attention. In particular opportunities for children to count objects in their every day play activities

- challenges for older and more able children to help them to use and extend their skills for example, opportunities to recognise print in a variety of situations or write for a different purpose, to use their mathematical awareness to solve problems in every day routines and activities and to use their imagination in art and craft activities
- children's assessment and development records, to ensure that they are consistent for all children attending and that they are used effectively to monitor and evaluate children's progress and learning.

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

The group are making generally good progress since the last inspection.

The group has introduced an assessment system that is based on the six areas of learning and is linked to the Stepping Stones. Parents are encouraged to share their knowledge of their children's development and there are opportunities to write their observations in the children's records. However, this system is not entirely effective, as it does not fully inform the planning of the next stages of the children's development.

Children are grouped between two rooms to ensure that there are opportunities to accommodate different levels of their development and attainment. However, the planning and assessment system still does not ensure that older and more able children's needs are being met.

The programme for communication, language and literacy and mathematical development has been improved to ensure that children have regular opportunities to develop their communication, writing and numeracy skills. However, there is scope for further development in these areas.

The parents' prospectus has been updated to include details of the group's education provision and the early learning goals. This ensures that the parents have a better understanding of the curriculum and the education programme offered to their children.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested and are eager to explore their environment. They are listening attentively and concentrating during registration as they answer to their names. They are exploring their feelings through stories and discussions. Children are developing an awareness of the needs of others and are making good relationships with adults and their peers. They are working towards independence as they select their resources and dress themselves for physical exercise with little assistance.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are learning new vocabulary as they enjoy listening to and responding to stories. They are developing a love for books and learning how to handle them properly. Children are beginning to link sounds to letters and recognise familiar words during registration. They are practicing their pre-writing skills and beginning to write their names. However, children have insufficient opportunities to recognise print in a variety of situations or write for different purposes.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are counting to 10 and beyond during registration and recognise numbers in puzzles and their environment. They are confidently using mathematical language to describe position and size through their play and physical activities and are copying and creating simple patterns. However, they are not regularly encouraged to count objects or extend their understanding of number operations or solve simple problems such as adding and taking away during every day routines and situations.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are finding out about similarities, differences and patterns of change as they bake bread and watch what happens to the dough. They have opportunities to explore and investigate living things during hands on experiences as children bring their pets into the group. They are learning about their environment through local walks and making maps. Children are developing a knowledge of their own cultures through discussions and as they participate in interesting and varied themed activities.

<b>PHYSICAL DEVELOPMENT</b>	
Judgement:	Very Good
Children are moving with imagination, confidence and safety as they climb, balance, jump and crawl up, over and through a wide range of physical play equipment. Children manoeuvre bikes around objects with safety. They are learning about the effects that exercise has on their bodies as they warm up and cool down before and after. They are developing their co-ordination and their small manipulative skills as they use bats and balls and a range of tools and implements for manipulating dough.	

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Generally Good
Children are exploring a variety of media and materials as they take part in a range of experiences. They enjoy singing simple songs from memory and experimenting with sound through musical instruments. They are using their imaginative skills through role play in a variety of situations for example shop, library and hospital. There are insufficient opportunities for children to use their creative skills imaginatively due to the expectation to produce a pre-defined end product.	

<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>
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## **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**

- continue to develop and monitor planning to ensure that all aspects of the six areas of learning receive sufficient and regular attention. In particular mathematical develop to ensure that children have regular opportunities to count in every day play activities
- provide more challenges for older and more able children to help them to use and extend their skills for example, opportunities to recognise print in a variety of situations and write for a different purpose, to use their mathematical awareness to solve problems in every day routines and activities and to use their imagination in art and craft activities
- continue to develop children's assessment and development records to ensure that they are consistent for all children attending and that they are used effectively to monitor and evaluate children's progress and learning.

*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.*