



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 206883

DfES Number: 516020

INSPECTION DETAILS

Inspection Date	07/12/2004
Inspector Name	Barbara Scott

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Sutton On The Hill Pre-School Playgroup
Setting Address	Sutton On The Hill Village Hall School Lane, Sutton-on-the-Hill Ashbourne Derbyshire DE6 5JA

REGISTERED PROVIDER DETAILS

Name	The Committee of Sutton-on-the-Hill Pre-school Playgroup 1042910
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ORGANISATION DETAILS

Name	Sutton-on-the-Hill Pre-school Playgroup
Address	Sutton-on-the-Hill Village Hall School Lane, Sutton-on-the-Hill Ashbourne Derbyshire DE6 5JA

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

Sutton on the Hill Pre-school opened in 1973 and operates from the village hall. It is situated in a rural village location and serves a wide catchment area. A maximum of 26 children may attend the pre-school at any one time. The pre-school is open Mondays, Tuesdays, Thursdays and Fridays from 09:15 to 12:00 for 39 weeks per year. All children share access to a secure enclosed outdoor play area.

There are currently 24 children aged from 2 to 5 years on roll. Of these 23 children receive funding for nursery education. The pre-school currently supports 1 child with special educational needs.

The pre-school employs 6 staff. Three of the staff, including the supervisor hold appropriate early years qualifications.

How good is the Day Care?

Sutton on the Hill provides good quality care for the children. The staff work together well to provide a supportive and caring environment, and are clear about their roles and responsibilities. There are effective routines and procedures in place to help children feel secure and confident in the setting. Staff provide a good range of toys, resources and equipment to meet the needs of all children and to promote children's learning. Children have easy access to equipment, and are interested in what is available. Most records and documentation is in place to ensure the safe management of the provision.

Safety within the setting is effectively promoted, however timescales are not included in the risk assessment. Staff have a suitable knowledge and understanding of equal opportunities issues, however the range of activities and resources that promote positive images of people with disability are limited. Children have ready access to fresh drinking water and wide range of healthy and nutritious snacks are provided. Staff have a suitable knowledge of child protection procedures.

Staff plan and organise a broad range of stimulating, enjoyable activities and

experiences. The activities are linked to the children's developmental needs and are evaluated and recorded. Staff engage in the children's play and conversation, offering support and encouraging independence where appropriate. The children are well behaved, confident and happy. Their self esteem is developed well through praise and encouragement. Staff give good support and are consistent in their approach to managing behaviour.

Effective procedures are in place to ensure the safe management of the provision. Children are cared for in accordance with parental wishes and there are good systems in place to share information with parents.

What has improved since the last inspection?

At the last inspection there were a number of actions that the group agreed to address. These included ensuring that appropriate vetting procedures are completed for committee members, this has been completed. It was also agreed that the minimum staffing ratios would be met at all times which is now complied with through the appropriate deployment of staff. The previous actions relating to records and documentation have been addressed, contributing to improved clarity for procedures and raising awareness of practice for parents.

What is being done well?

- Staff organise and supervise the available space well, allowing children to play freely and choose their own activities and resources.
- The staff pay good attention to safety issues and ensure that arrangements are in place to minimise any risks to children.
- Staff work well together to ensure consistency in approach to managing children's behaviour. Good behaviour is valued and encouraged and children are treated with respect and kindness.
- Good working relationships have been developed between staff and parents. Appropriate arrangements are in place for sharing information on a regular basis. Children are cared for in accordance with parents wishes.

What needs to be improved?

- procedures for vetting volunteers and obtaining written parental consent for seeking emergency medical advice documentation
- the risk assessment to ensure the action plan includes time scales
- resources that promote equality of opportunity and anti-discriminatory practice.

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.)

There are no complaints to report.

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
1	Ensure that all adults caring for, or having regular contact with children, submit to the required vetting procedure.
6	Ensure that the risk assessment of the premise includes an action plan with timescales.
9	Ensure that children have an appropriate range of activities and resources that promote equality of opportunity and anti-discriminatory practice.

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

How effective is the nursery education?

Sutton-on-the-Hill Playgroup offers a welcoming and caring learning environment where children feel happy and secure. Overall, children make generally good progress towards the early learning goals and they make very good progress in personal, social and emotional development, physical and creative development.

The quality of teaching is generally good. Staff form an enthusiastic and capable team. A broad and generally well balanced programme of activities is provided which motivates children's interest and learning. A good level of support is provided by staff who sensitively engage in children's play and conversations, asking appropriate questions to extend their language and thinking. Assessments are completed but records are brief and do not cover all aspects of learning, and planning does not clearly link intended learning aims and activities provided nor does it take into account children's individual progress and identify differentiation, particularly for older or more able children.

The leadership and management of the setting is generally good. Staff attend on-going training to enhance their professional development. The setting monitors and evaluates its own strengths and weaknesses, but although plans to implement change to improve and develop practice have been identified they have not yet been implemented.

Partnership with parents is generally good. A comprehensive prospectus includes setting aims and information about the early learning goals. Newsletters give parents a valuable insight into forthcoming topics, including ideas to extend their child's learning at home. Parents are given informal access to their child's achievement file and are able to speak to staff at the beginning and end of the session about their child, but there are not more formal systems in place to share information with parents about their child's progress, nor ways for them to contribute to these records.

What is being done well?

- The relaxed pace of the session means that children have time to be involved in and complete activities to their own satisfaction, therefore they are maximising on their learning and sense of achievement.
- Children develop secure relationships with staff and peers. Independence and self-help skills are effectively encouraged and their play is well supported by staff who offer lots of praise and encouragement to children developing their self-esteem.
- Children are confident in large motor and fine manipulative skills. Staff provide a good variety of interesting opportunities for them to practice and consolidate skills in a 'safe' environment, often offering guidance and

demonstrations to secure children's learning.

- Children's creativity and imagination is fostered well. They access a well-resourced role-play area, playing co-operatively to re-enact first hand experiences. Regular planned music sessions capture the children's interest as they enthusiastically join in action rhymes and songs, accompanied by guitar.
- Children are developing a love of books and stories. They freely access a welcoming book area and engross themselves in both one-to-one and group stories, successfully recalling events and relating them to aspects of their own life and experience. New vocabulary is introduced through topic related stories and role-play.

What needs to be improved?

- assessment records, to ensure they cover all aspects of learning and are used to inform future planning, providing sufficient challenge for more able children.
- planning, clearly linking identified learning outcomes to activities and providing differentiation and extension ideas.
- information shared with parents about children's progress and achievements, and systems enabling them to contribute to assessment records.
- opportunities for children to develop skills in linking sounds to letters, practical problem solving and developing a sense of time.

What has improved since the last inspection?

Both key issues identified at the previous inspection have been addressed. The new system of recording children's progress now includes all six areas of learning and is completed on an on-going basis by key workers, though current assessment records do not cover all aspects of the areas of learning nor are they used effectively to inform future planning and provide sufficient challenge for individual children.

The identified SENCO has attended training in relation to the Code of Practice (2001) for the Identification and Assessment of Special Educational Needs, and many of the staff team have also attended relevant training. Good use is made of outside agencies and professionals to support staff and families for example in the formatting of Individual Education Plans. The setting offers very effective support for children with special needs, providing an inclusive environment and helping them make progress and reach their full potential.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children independently select activities and persist with their chosen task for lengthy periods. They develop secure and confident relationships with staff and peers often engaging in cooperative play alongside friends. Everyday routines enable children to effectively develop self-help skills such as pouring their own drinks. Children are well-behaved and responsive, they enthusiastically, join in activities and talk about their family life and experiences.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children confidently express their thoughts and ideas and new vocabulary is effectively introduced by staff through children's play such as names for medical equipment used in the role-play area. Children are developing good pencil control skills and some older children are able to form recognisable letters. Children's love of books is promoted through an attractive book area. They learn to recognise their own name-cards but have few planned opportunities to link sounds to letters.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are successfully learning that mathematics has practical uses as they count all of the children present up to 13. They develop a basic understanding of addition and subtraction by singing number rhymes such as 'Five Little Monkeys'. Children sort number puppies into colour, size, position and learn about patterns and sequence by threading beads. There are fewer opportunities for practical problem solving within planning.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children explore, design and investigate using construction and malleable materials. They use to battery operated equipment such as tape recorders and have access to a computer developing their knowledge about the uses of everyday technology. They begin to learn about the environment and other cultures through topics, outings and visitors attending the setting. Though planning does not present many opportunities to develop a sense of time.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children demonstrate good control and coordination when negotiating pathways and ramps on wheeled toys. They have regular access to large apparatus promoting their climbing and balancing skills. Children's fine manipulative skills are very well developed they use tools such as pencils, scissors and thread small beads with increasing skill. The curriculum is successfully extended outdoors with children having access to sand and water and practising mark-making by chalking on the playground.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children have good opportunities to explore media such as paint, dough, cornflour. Staff give them time and support to develop their own creative ideas, they praise and value all children's efforts. Children enthusiastically join in planned music sessions joining in songs and rhymes with great pleasure. Children's imagination is developed well through small world and a well-resourced role-play area where staff sensitively support and extend children's play.

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

- Review assessment records to ensure they cover all aspects of learning. Use these to inform future planning, providing sufficient challenge for more able children.
- Further develop planning to clearly link identified learning outcomes to activities. Ensure plans, particularly for focused activities, identify differentiation and extension ideas.
- Share information about children's progress and achievements with parents and enable them to contribute to assessment records.
- Provide more planned opportunities for children to develop skills in linking sounds to letters, practical problem solving and developing a sense of time.

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.