



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 220294

DfES Number: 513845

### INSPECTION DETAILS

Inspection Date 14/05/2003  
Inspector Name Christina Linnet Downey

### SETTING DETAILS

Setting Name Kings Sutton Pre-School Playgroup  
Setting Address The Annexe  
Kings Sutton  
Oxfordshire  
OX17 3RT

### REGISTERED PROVIDER DETAILS

Name U/A U/A

### ORGANISATION DETAILS

Name  
Address

## 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

Kings Sutton Pre School Playgroup is a voluntary group run by a committee of parents and managed by the supervisor. It operates in the annexe of Kings Sutton Primary School, and has run from these premises for just over 10 years. The premises consist of an entrance area and cloakroom, main room, toilets and kitchen. There is an enclosed garden and outdoor play area for the sole use of the playgroup. The school playground can also be used for outdoor activities. Opening hours are 9.00 am to 12.00 pm each weekday morning during term time. Sessions are also offered from 1.00 pm to 3.15 pm on Monday and Wednesday afternoons for the younger children. In addition, pre school sessions for the older children are held on Tuesday and Thursday afternoons in conjunction with the school reception class. The group is registered to provide sessional day care for 26 children aged from two years to under five years. There are currently 51 children on roll and of these, nine are three-year-olds and 20 are four-year-olds in receipt of funding. Most children come from the village of Kings Sutton itself but a few travel in from the nearby market town of Brackley. The children are representative of the predominantly rural area and come from a range of family backgrounds. The group caters for children with special educational needs. There are two full-time and five part-time members of staff, four of whom hold appropriate childcare qualifications. The staff have very good links with the school and work closely with Northamptonshire EYDCP advisory team.

### How good is the Day Care?

Kings sutton Pre-school Playgroup provides a good quality of care for children. The group is the sole occupier of the building it operates from and is able to ensure the environment is always attractive and welcoming. The wide range of good quality resources is used imaginatively to provide the children with many interesting activities. There is a strong emphasis on learning through play, and the outside area is used particularly well to provide additional educational experiences. All children are included in activities at their own level and staff provide very good support for children with special needs. Documentation is all very well organised and records are kept up to date. Policies and procedures are regularly reviewed and work well in

ensuring good quality care is maintained. In-house training ensures all staff have a good understanding of health and safety issues. The staff have a high level of commitment to training and four out of the seven-strong team have already achieved childcare qualifications. Parents are provided with much useful information about the setting and a good number are involved in many different aspects of running the group.

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

Since the previous inspection an operational plan has been put into place, this makes a positive contribution to the safe running of the group. Times of arrival and departure are now recorded in the register. Child protection and special needs policies have been put into place.

**What is being done well?**

There is a strong commitment to training. New staff receive comprehensive induction training and other staff attend a wide range of courses and workshops. New information is disseminated effectively during staff meetings. (Standard 2) The range of resources is continually being updated to ensure the children are presented with a stimulating and attractive environment. (Standards 5) The premises are secure and children are supervised appropriately. (Standards 6) All staff have a good understanding of health and safety issues. (Standard 7) Staff have a positive approach to meeting the individual needs of all children and the inclusion of children with special needs is particularly successful. (Standard 10) The staff have very good relationships with the children. They provide very good role models and children's behaviour is excellent. (Standard 11)

**An aspect of outstanding practice:**

The staff and committee have worked together to construct a stimulating and very attractive outdoor play area and sensory garden. Both areas are used regularly and provide the children with many valuable opportunities to explore the natural world and take part in interesting physical activities.

**What needs to be improved?**

the child protection policy, to ensure the procedures to be followed in the event of an allegation against a member of staff are clear to all involved.(Standard 13)

**Outcome of the inspection**

Good

**WHAT NEEDS TO BE DONE NEXT?**

**The Registered Person must take the following actions by the date shown**

Std	Action	Date
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**The Registered Person should have regard to the following recommendations by the time of the next inspection**

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

### **How effective is the nursery education?**

Kings Sutton Pre-school Playgroup provides a very welcoming and stimulating environment. The children enjoy their time in the group and have a very positive attitude towards learning. They are making very good progress towards the early learning goals. The quality of teaching is very good. Staff have a sound knowledge of the foundation stage and a natural understanding of how children learn. A very good range of practical activities is planned each day and staff know what children are expected to learn. Effective organisation of sessions maintains the children's interest and supports their involvement in self-chosen activities. Careful observation and assessment enables staff to successfully pitch levels of challenge according to individual children's capabilities. Children with special needs are included very well. The partnership with parents and carers is generally good. The introductory brochure gives parents much useful information about the setting and its provision. Many parents are closely involved in running the group through the committee. There is a termly newsletter and an annual open evening. However, parents are not always fully involved with their child's learning or well informed about their progress. Leadership and management is very good. The staff work very closely as a team and have a high level of commitment to improvement. They regularly participate in training events and new ideas are brought back to share with the team. Useful evaluations enable areas for improvement to be identified, practice is continually modified and standards successfully raised. Delegation is used successfully to develop skills and confidence of all team members. The committee plays an effective monitoring role and makes a positive contribution towards maintaining the high quality of the provision.

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

Leadership and management is successful in maintaining the high quality of the provision. Pre-school sessions are used very effectively to familiarise the children with the reception class environment and enable a smooth transition to school. High quality and stimulating resources are continually being added and are used effectively to ensure children are interested and involved in their activities. Priority is given to ensuring all children settle happily in the group and are confident about taking part in a wide range of activities. The attractive and well-resourced outdoor area is used most effectively to support children's learning. Children have a high level of autonomy. They are able to make decisions and follow their own interests, and are supported in their learning by some skilful teaching.

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

the variety of ways used to inform parents about the curriculum and involve them in their children's learning. opportunities for parents to be involved in discussing and recording their children's progress and achievements.

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

Very good progress has been made since the last inspection. A wide range of practical activities is now planned to promote children's mathematical understanding, and their learning in this area is very good. Particular care is now taken over the provision of books. Children use the interesting selection of good quality story and reference books with obvious enjoyment. Older children's own names are now successfully used to introduce them to letter sounds and shapes.

## SUMMARY OF JUDGEMENTS

<b>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</b>	
Judgement:	Very Good
<p>The children are happy, settled and secure. They confidently choose between the wide range of interesting activities and resources. They are well motivated, and work, uninterrupted, for very good lengths of time. Relationships within the group are very good and the children show care and concern for others, living things and their immediate environment. Their behaviour is very good. They understand the simple rules and respond well to the consistent routines.</p>	

<b>COMMUNICATION, LANGUAGE AND LITERACY</b>	
Judgement:	Very Good
<p>The children talk with interest about their activities and experiences, and learn many new words whilst looking at displays or taking part in well-resourced role-play. They develop a good awareness of the relationship between spoken and written language. They use books with interest, listen to and retell stories, and read display labels. Children use varied writing materials in the role-play and 'office' areas to communicate meaningfully, and learn letter sounds linked to their own names.</p>	

<b>MATHEMATICAL DEVELOPMENT</b>	
Judgement:	Very Good
<p>Children take part in a wide variety of interesting practical activities and their understanding of number, shape and measurement is good. They enjoy counting and learn to recognise smaller numerals and the names of larger numbers. They take part in traffic surveys and learn to handle mathematical data and talk about the results. Children also listen to stories and sing rhymes involving numbers. They use a good range of construction sets and measuring equipment such as timers and scales.</p>	

<b>KNOWLEDGE AND UNDERSTANDING OF THE WORLD</b>	
Judgement:	Very Good
<p>The sensory garden provides the children with many opportunities to study the natural world at first hand. They observe and record the weather, look for insects and grow a wide range of plants. The children have regular use of a computer to support their learning. They explore a variety of mechanisms and find out how things work. They talk with interest about past experiences and celebrate a good variety of festivals and cultural events.</p>	

<b>PHYSICAL DEVELOPMENT</b>	
Judgement:	Very Good
<p>Children have excellent, extended opportunities to take part in physical activities both indoors and outside. They learn and consolidate skills on large apparatus, and obstacle courses provide them with challenge and variety. They move with confidence and imagination to different music. Regular use of tools, such as knives, woodwork tools and cooking utensils develops their manipulative skills well.</p>	

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Very Good
<p>Children take part in high-quality role-play in the carefully resourced scenarios, such as the 'Garden Centre'. They use props, small world resources and books to develop their own story telling skills. The children explore a very interesting variety of media and materials. They learn a good range of techniques and this supports their ability to work imaginatively and to their own design. They listen and respond to music, and experiment with the sounds made by the good quality instruments.</p>	

Children's spiritual, moral, social, and cultural development is fostered appropriately:	Y
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**OUTCOME OF THE INSPECTION**

The provision is acceptable and is of high quality. Children are making very 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**

There are no significant weaknesses to report but consideration should be given to the following points: Continue to develop the variety of ways used to inform parents about the curriculum and involve them in their children's learning. Continue to provide more opportunities for parents to be involved in discussing and recording information about their child's progress and achievements.

## **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.*