



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 400379

DfES Number: 518226

INSPECTION DETAILS

Inspection Date 17/05/2004
Inspector Name Jackie Phillips

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Sutton-on-the-Forest Playgroup
Setting Address Grey Village Hall
Main Street, Sutton-on-the-Forest
York
North Yorkshire
YO61 1DP

REGISTERED PROVIDER DETAILS

Name The Committee of Sutton on the Forest Playgroup 1027382

ORGANISATION DETAILS

Name Sutton on the Forest Playgroup
Address Grey Village Hall
Main Street, Sutton-on-the-Forest
York
North Yorkshire
YO61 1DP

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 Forest Playgroup was first established in 1987 and serves a rural community near the city of York. It operates sessional care from the village hall each Monday, Wednesday, Thursday and Friday morning from 9:15 until 11:45. A lunch club is also provided and used regularly by a small group of children. A separate rising fives session is provided in a mobile unit located in the grounds of the village school each Monday afternoon between 13:30 and 15:30. This session operates from January until July and only those children who are eligible to start full time education in the September term are invited to attend.

The management committee has overall responsibility for the playgroup and the playgroup leader is responsible for the day to day running of the setting. There are five regular workers at the setting including two qualified carers and one currently working towards a qualification. Parent helpers attend the sessions on a rota basis. There is an identified carer who deputises for the leader when necessary.

The playgroup is registered for 20 children aged between two and five years of age. They are currently caring for 20 children, of which ten 3-year olds and three 4-year olds are in receipt of nursery education funding. The setting provides care and support for children with special or additional needs and for children who English is an additional language.

Play activities are provided in the main hall and children have use of an enclosed garden for outdoor play. There is a toilet block with facilities for nappy changing and a large kitchen area that is not accessible to the children. The setting receives support from the Local Authority and has links with outside agencies to provide additional support when necessary.

How good is the Day Care?

Sutton on the Forest Playgroup provides good quality care for young children. The setting is very well organised with a stimulating and interesting routine in place to meet the needs of the children. The main play area is well prepared prior to

children's arrival to provide an exciting environment. There is an extensive range of policies and procedures in place, which are well written and presented and support the settings comprehensive operational plan.

The staff team are fully involved in the planning of a broad range of activities which enable children to learn and develop to their full potential. There are very clear health and safety measures in place, supported by excellent adult supervision both inside and out. Children are offered a snack mid session and have free access to fresh drinking water. The setting clearly supports children with special or additional needs and the balanced routine allows children to be fully engaged in a range of purposeful play activities which encourages children's positive behaviour. The Staff have a clear understanding of matters relating to child protection.

There is an excellent and extensive range of toys provided including a very good variety for outdoor use. Equipment is of a high standard, and includes an appropriate range of resources to promote children's understanding of equal opportunity and cultural diversity. Opportunities to allow children's free choice of play materials are limited, however adults select a range of appropriate resources well presented at table and floor level.

An effective partnership with parents is clearly promoted through concise information both visible and written, relating to the operation of the setting. The setting is developing ways to keep parents better informed of their child's progress and development through enhanced verbal and recorded communication. The group is very committed to a continual development of an effective partnership with parents.

What has improved since the last inspection?

At the last inspection there were a number of actions relating to health and safety. These actions have been well addressed. The setting has put a comprehensive risk assessment procedure into place and has ensured that all documentation for recording is now implemented. An operation plan, which is thorough and well organised and includes a broad range of policies and procedures, is now used and ensures that the staff teams roles and responsibilities are highlighted and issues for action and ongoing assessment are clearly identified.

What is being done well?

- There is a very good range of policies and procedures which are well documented and are purposeful. These fully support the comprehensive operational plan. This is shared and understood with team members and parents.
- There is a high expectation of children's behaviour and children learn to respect each other. A well planned range of activities, which fully engages the children's interests, ensures that conflict and disputes are kept to a minimum.
- Space is used well and the team make a great effort to ensure the

environment is child friendly and looks stimulating and interesting. This includes both the inside play area and outdoors.

- Children are well supervised and interaction is of a high level. Staff actively meet children's needs and build positive relationships by use of interesting conversations and open ended questioning.
- Very good attention is paid to matters relating to health and safety.

What needs to be improved?

- the system to confidentially record collection of children by adults other than parents
- the procedure to make parents aware of the contact details of Ofsted
- the opportunities to increase children's free choice of play resources.

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
5	Consider enhanced opportunities for children's free choice of play resources.
6	Review form for child collection by person other than parent, to maintain confidentiality of individual details.
12	Develop a system to ensure parents are fully aware of Ofsted's contact details.

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

How effective is the nursery education?

Sutton on the Forest Playgroup provides very good nursery education within a stimulating environment where children are happy and confident. The children are making very good progress towards the early learning goals in all areas of learning. The team plan a broad curriculum to promote and extend children's learning. The provision of the additional rising fives session prior to entering full time education allows children to feel confident through the transition period and limits possible anxiety and stress.

Teaching is very good and to a high standard. Staff make very good use of their time and each session is well planned and organised. Adults ensure high levels of observation, supervision and interaction at all times. They support, encourage and challenge the children's learning and development through a careful and purposeful planning process. Identified focus areas are provided, although staff need to ensure that children access all areas equally and that children's free choice of play resources is encouraged whenever possible.

An excellent range of resources and activities are available, which offer challenging and interesting learning opportunities. This also allows for children to work well together and occasions of inappropriate behaviour are kept to a minimum. The setting is led and managed very well and a commitment to providing a service for parents and children to a very high standard is evident. Good systems are in place to monitor and evaluate the effectiveness of the nursery education and the smooth operation of the setting.

Partnership with parents is very good and they are provided with excellent information relating to the setting. The team is aware of using a diverse range of ways to ensure that all parents are kept fully informed. Parents spend time talking informally to staff about their children resulting in quality relationships and parents that are entirely happy with the quality provision provided for their children.

What is being done well?

- Children are happy and confident and are becoming independent learners with high levels of self esteem. They respond well to the adults within the setting as well as to their peer group. The additional rising fives group supports children well as they transfer into the school environment and good relationships are formed which ease the transitional period.
- Children can recall past events and experiences with humour, clarity and great enjoyment. They demonstrate good imagination skills throughout a range of activities and actively discuss their thoughts and feelings with others.
- Staff work very well together. They are supportive, motivated, and work

directly with the children. High levels of interaction, observation and supervision are maintained. They provide challenges and new experiences to the children which enables them to achieve their full potential.

- Staff provide a positive role model for children and celebrate their achievements. They have realistic expectations of children's behaviour, and positive relationships are developed. The interesting range of activities ensures that children are fully engaged in a stimulating curriculum and disputes are kept to a minimum.

What needs to be improved?

- the access of resources by children to improve their free choice of play materials
- the awareness of Staff to ensure all areas are accessed equally by children.

What has improved since the last inspection?

Very good progress has been made since the last inspection, when the setting was asked to improve upon information gained in assessments to meet the needs of older and more able children. This has been addressed by the additional session for the older children, where they are engaged in focus activities to achieve progression towards the early learning goals. Well planned activities and regular evaluation and assessment allows for weaknesses in children's learning to be clearly identified and addressed. Good links with the school has also supported learning potential.

The setting was also advised to improve the use of resources to effectively promote exploration of sound and the use of technology to support learning. Children are now actively involved in a diverse range of musical activities and the setting is well equipped with a range of remote control and programmable toys and resources.

The setting has addressed these issues effectively and the positive impact fully supports children's additional learning potential across the six areas of learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are very confident learners and are willing and eager to attempt new learning experiences. They display high levels of self esteem which is fully supported and encouraged by the adults of the setting. Children are able to continue their learning experiences outside of the home by taking home books and special resources. Children work and play very well together and the older children particularly display high levels of sustained concentration.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children engage in quality discussions and conversations, and demonstrate a growing enjoyment and awareness of humour from simple jokes. They are beginning to be aware of letter formation and the older children can write or recognise their own name. They enjoy writing for a purpose and use a variety of techniques to develop handwriting skills. They enjoy story time and become fully involved and participative in imaginative play.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are involved in a diverse range of practical activities to reinforce knowledge and understanding of number operations, including calculating and problem solving. They are confident with recognising numbers and use positional language appropriately. Four year olds can count the spots on a dice with accuracy and enjoy number board games. Children show an increasing interest in weight, shape and capacity through quality activities provided by adults.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Walks and outings within the surrounding environment provide children with an increased awareness of their local community, and establish effective links with the school and community members. They demonstrate a range of emotions when making observations of wildlife and are extremely interested in the world in which they live. Children make the transfer into full time education with confidence due to increased opportunities to be part of the setting beforehand.

PHYSICAL DEVELOPMENT

Judgement: Very Good

A very good range of tools and equipment provided for children encourage effective fine and gross motor skills. Children negotiate space both inside and out with ease, and respond well to challenges set to develop their physical skills. They are developing very good hand and eye co-ordination through a range of carefully chosen activities that involve handling small objects or using a range including bats and balls.

CREATIVE DEVELOPMENT

Judgement:	Very Good
------------	-----------

An excellent music group has been established that introduces children to a range of songs and rhymes, musical instruments and dance and movement. They respond to a variety of activities and events that stimulate their senses and emotions. They use their imagination very well either through role play or self expression including a range of art, craft, design and modelling activities.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

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 considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- the staff's awareness of encouraging equal access by children to all areas of the setting and support their free choice of play resources and equipment wherever possible.

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.