



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 143103

DfES Number: 517179

### INSPECTION DETAILS

Inspection Date	21/04/2004
Inspector Name	Bridget Copson

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Opportunity Group
Setting Address	Balidon Centre, Summerlands Hospital Site, Preston Road Yeovil Somerset BA20 2BX

### REGISTERED PROVIDER DETAILS

Name	Yeovil Opportunity Group
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### ORGANISATION DETAILS

Name	Yeovil Opportunity Group
Address	Balidon Centre Summerlands Hospital Site, Preston Road Yeovil Somerset BA20 2BX

## 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

Yeovil Opportunity Group is an independent pre-school for children with special educational needs. It was founded over 30 years ago and continues as a charitable organisation. Since 1992 it has been based in the Balidon Centre, a purpose-built, multi-disciplinary special needs centre. It is run by a management committee of parents, former parents, staff and interested members of the local community.

The accommodation consists of a large playroom, three smaller rooms, a sensory room, kitchen and toilet facilities. There are four separate outside play areas.

The group is registered to care for 26 children aged from one to five years. There are currently 37 children on role, 12 of these are four year olds and 18 are three year olds in receipt of nursery education funding. There are no children currently attending with English as an additional language.

The group is open term times only from 9.00 until 12 noon on weekday mornings and from 13.00 to 15.30 on Tuesday and Thursday afternoons.

There are eight child care staff employed. A qualified teacher over sees the day to day running of the group. She is supported by a senior nursery nurse, nursery nurses, assistants, volunteers and the committee. All child care staff are trained to a minimum of NVQ level two, some to level three. An administrator is employed to oversee the general management of the group. The team is supported by therapists and health care professionals on site. They also receive support from the Early Years Partnership. Close links are established with all the schools the children will progress onto.

### How good is the Day Care?

Yeovil Opportunity Group provides good quality care for children.

The team of staff all hold appropriate qualifications and certificates and regularly attend training opportunities to update their knowledge and skills. There is a clear

operational plan which works well in practice, resulting in well organised sessions and high levels of support for the children. Good use is made of staff, space and resources. The team are assisted by regular volunteers who support them in all areas. The different play rooms are used effectively to offer children a wide range of activities and experiences and to meet their individual needs.

The staff have a good understanding of safety issues and have measures in place to keep the children safe and secure at all times. They check the premises and equipment daily and review all safety aspects continually. One area is to be addressed. Good health and hygiene is promoted well in all areas. Staff are well informed in attending to children's health and medical needs.

The group offer an excellent choice of resources and experiences to promote all areas of development and learning. Careful consideration is given to methods of communication and to making things accessible to encourage children to choose. Staff create a very positive environment. They interact with interest, patience and warmth. They support children well to promote progress in all areas of learning and development. Behaviour is managed consistently and well with continuous encouragement and praise given to promote good behaviour and achievement. Staff include and value all children equally. They are well prepared with the appropriate skills, knowledge and resources to meet the very diverse needs of all the children.

The parents and children are offered a warm and welcoming environment. Staff establish good relationships with parents who are involved in all aspects of their child's care and development. Some additional documentation is required from parents.

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

At the last inspection the group agreed to make sure all electric plug sockets are inaccessible to children. They have protected all but one socket with safety covers.

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

- The group make good use of staff, space and resources to maintain high levels of support, to meet the children's diverse needs and abilities and to ensure they enjoy the wide range of activities and experiences.
- The staff create a very positive environment for the children. They interact with interest, patience and warmth. They support children well to promote progress in all areas of learning and development.
- The staff promote good health and hygiene well in all areas. They are well informed in attending to children's health and medical needs.
- The staff include and value all children equally. They are well prepared with the appropriate skills, knowledge and resources to meet the very diverse needs of all the children.
- The staff manage children's behaviour consistently and well with continuous encouragement and praise given to promote good behaviour and

achievement.

- The staff establish good relationships with parents who are involved in all aspects of their child's care and development.

#### **An aspect of outstanding practice:**

The children have access to an excellent choice of resources and experiences to support all areas of their learning and development. Provision is designed to stimulate all the senses and is made accessible to encourage children to choose. The staff implement different communication systems and use appropriate equipment to ensure all children are included and involved in all areas of the provision.

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

- safety, to ensure that electric plug sockets are inaccessible to children;
- documentation, to obtain written permission from parents for seeking emergency medical advice or treatment.

#### **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
6	Make sure that electric plug sockets are inaccessible to children.
7	Request written permission from parents for seeking emergency medical advice or treatment.

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

### How effective is the nursery education?

Yeovil Opportunity Group offers high quality provision which helps children with special needs make very good progress towards the early learning goals.

Teaching is very good. Staff know children well as individuals through the key worker system, continuous observation and assessment, and the effective communication with parents and professionals. Staff plan activities to promote development at individual levels in all areas of learning, with particular strengths in Communication, Language and Literacy, and Personal, Social and Emotional Development. Further consideration could be given to the consistent delivery of the learning intentions in some activities. Staff make good use of time and the extensive resources available. The routine is well organised, and resources are appropriately accessible which encourages children's independence.

Leadership and management is very good. Staff have a clear understanding of their roles and responsibilities, they work well as a team. The smooth running of the sessions provides a calm, organised atmosphere for the children. There are good systems in place to review the practice, including constant communication with professionals, positive links with schools and support from the Foundation Stage Advisor.

Partnership with parents is very good. Parents are provided with clear information about the setting through a comprehensive prospectus, regular newsletters, and the parents notice board which includes themes, topics and activities. Staff work closely with parents. Parents are kept well informed about their child's progress through daily opportunities to talk with staff, individual two-way diaries, and inclusion in the multi-disciplinary meetings for the annual reviews.

### What is being done well?

- Children's personal, social and emotional development is progressing well. They are confident, and develop very good relationships with the adults who support them.
- Staff plan a range of interesting activities and experiences that promote children's individual level of development in all areas of learning. Communication, language and literacy is particularly strong. Staff consistently use a variety of methods of communication to ensure that all children are included.
- The extensive range of resources is used well to create an environment where all children are included, and supported in making progress.
- Good communication with parents, helps support the children's learning.
- Staff's clear roles and responsibilities, in association with regular

communication with professionals, lead to effective team work.

**What needs to be improved?**

- the consistency in the delivery of learning intentions, with particular regard to maths.

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

The group has made generally good progress since the last inspection. They have recently appointed extra qualified staff after an unsettled time, with many changes in staff. The team have plans to continue the positive liaison with professionals, with the aim of supporting children's progress towards the early learning goals, and their transition to school.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children develop good relationships with staff and each other. They make their needs known to the adults who support them, in a variety of ways. Children are confident and are building self esteem through the consistent praise and encouragement offered by staff, for effort and achievement. Children behave well. They are learning the routine and what is expected of them. They learn to co-operate, and how to be a valued part of the group, such as helping to prepare the fruit for snack time.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children's language for communication is developing well. They use a variety of methods to interact with staff and each other including pictorial exchange, sign language or facial expression. Children learn to recognise their written name through various everyday activities such as self registration and snack time. Children enjoy stories, they delight in watching the puppets or objects bring the text to life, or interacting with a practical task like finding an animal for 'Mr. Gumpy's' boat.

### MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children are beginning to learn a sense of number. They enjoy number rhymes and songs, joining in at their own level such as stamping feet to the counting, or singing the numbers. Children are learning number, size and positional language through planned, and every day activities like miniature world, outside play, computer games. Role play, such as '3 bears' encourages language like big, medium, small. Some children are able to select a group of three objects, such as cups for the water tray.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children explore a wide range of materials through planned activities. They use their senses to explore during messy play, gardening, craft, cooking, and construction. The dedicated sensory room provides a calming, or stimulating environment for children with special needs. Children are learning to use technology through daily opportunities with the computer, and 'cause and effect' equipment in the sensory room.

## **PHYSICAL DEVELOPMENT**

Judgement: Very Good

Children are learning to move with confidence and co-ordination, demonstrating an awareness of others. Schemes like 'Top Tots' encourage children to control their bodies for intended movements such as jumping, crawling and running, when moving to music. Children develop skills in using a wide range of large and small equipment through planned and everyday activities such as snack time, when they learn to cut fruit, and pour their own drinks with appropriate adult support.

## **CREATIVE DEVELOPMENT**

Judgement: Very Good

Children explore colour, texture, and shape through a broad range of planned experiences. They express themselves freely through activities such as dough, clay, painting, craft, and time spent in the sensory room. Children enjoy using musical instruments to explore changing sounds. They play their instruments loudly, and quietly and enjoy making sounds 'high and low' during the 'Grand Old Duke of York'. Music is used effectively to support communication.

**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 the following:
- children's development in maths could be enhanced if methods to achieve the learning intentions are carried out consistently.

*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.*