



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 220081

DfES Number: 547019

INSPECTION DETAILS

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| Inspection Date | 23/06/2004 |
| Inspector Name | Kristin Hatherly |

SETTING DETAILS

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| Day Care Type | Sessional Day Care |
| Setting Name | St Paul's Playgroup |
| Setting Address | Semilong Community Centre Norfolk Terrace Northampton Northamptonshire NN2 6HS |

REGISTERED PROVIDER DETAILS

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|------|-----------------|
| Name | Mrs Sue Redmond |
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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

St. Paul's Playgroup was established in 1990 and operates from a community centre close to Northampton town centre. The group has the use of two rooms, kitchen and toilet facilities, storage area, and outside play area. The playgroup is managed by a parent committee.

It operates on Monday, Tuesday and Wednesday mornings 9:15-11:45 am and Wednesday, Thursday afternoons 12:30-15:00 during term time only.

The playgroup is registered to look after 24 children. There are currently 19 children on roll, of whom 3 four-year-olds and 10 three-year-olds are in receipt of funding. Children attend for a variety of sessions. The children come from the local area. There is one child with special educational needs and no children who speak English as an additional language.

There are five members of staff. Two members of staff have or are working towards an appropriate childcare qualification. The playgroup receives support from the Early Years Development and Childcare Partnership and is a member of the Pre-School Learning Alliance.

How good is the Day Care?

St Paul's Playgroup provides satisfactory care for children. The premises are warm and well maintained. Furniture, equipment and toys are appropriate for their purpose. Most records policies and procedures are in place to support the safety, care and well being of the children.

Staff promote safety very well, risk assessing daily. There are clear stringent arrival and departure procedures which ensures the safety of the children. There are clearly defined procedures for emergency evacuation of the building in the event of fire. Children are encouraged to learn about personal hygiene in order to prevent the spread of infection.

Generally, the range of activities and resources provided promotes children's learning. However resources reflecting diversity are limited. Children are able to participate in outdoor play and have access to a range of large equipment. Staff listen to and value what children are saying and work well with children with special needs. There are clear routines to the sessions which help children to feel secure. Staff build positive relationships with the children, whose resulting behaviour is generally good.

The playgroup develops good relationships with parents. Parents are encouraged to be involved in the playgroup. They report positively about the setting.

What has improved since the last inspection?

At the last inspection the nursery agreed to thirteen actions with regard to ensuring records, consents and hygiene practices were completed appropriately, policies and procedures were in place and reviewed in accordance with current legislation and shared with parents, that risks assessments were carried out and staff qualifications were met.

The playgroup has complied with all the actions. This ensures the safety care and well being of the children.

What is being done well?

- Staff build positive relationships with the children. They listen to and value what children say and provide consistent routines which results in generally good behaviour.
- There is a range of activities, toys and resources both inside and outside. This promotes the children's emotional, physical, social and intellectual capabilities.
- Staff risk assess the premises daily. The premises and outdoor play area are very secure and stringent arrival and departure procedures ensure the safety of the children at all times.

What needs to be improved?

- documentation, to ensure registration system includes hours of attendance of staff
- the child protection procedures, to include a procedure to be followed if allegations of abuse are made against a staff member
- resources, to promote disability and culture

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 should have regard to the following recommendations by the time of the next inspection

| Std | Recommendation |
|-----|--|
| 2 | Ensure registration system includes hours of attendance of staff. |
| 9 | Ensure that children have an appropriate range of activities and resources that promote equality of opportunity and anti-discriminatory practice. |
| 13 | Ensure that the child protection procedure for the playgroup complies with local Area Child Protection Committee (ACPC) procedures with regard to procedures if allegations of abuse are made against staff. |

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

How effective is the nursery education?

Children attending St. Paul's Playgroup are making generally good progress towards the early learning goals.

The quality of teaching is generally good. Staff have developed their knowledge of the Foundation Stage and planning is based on the six areas of learning. Plans identify key activities although these are not evaluated effectively to inform future planning. There is an effective system for observation and assessment. Staff provide a stimulating environment which engages the children well. They make good use of questioning to develop children's thinking skills and explain things clearly. Staff build positive relationships with the children, whose resulting behaviour is generally good. However, opportunities are missed for developing an understanding that marks have meaning and linking sounds to letters. Older children have insufficient opportunities to solve simple problems. Generally, effective use is made of resources and accommodation to support children's learning although the organisation of some resources does not always encourage children's independence. There are suitable systems in place to support children with special educational needs and children who have English as an additional language.

Leadership and management is generally good. The staff have a high level of commitment and work together well as a team. Staff are committed to improving care and education through working closely with the Early Years Partnership and the Pre-School Learning Alliance. They regularly participate in training events although there are no strategies in place to continuously assess their performance with regard to the Early Learning Goals.

The partnership with parents is generally good. Parents are provided with good initial information. They are encouraged to be involved in the playgroup sessions. However, they are not so well informed about the children's achievements and progress and this reduces their opportunities to support learning at home.

What is being done well?

- The area of personal, social and emotional development is an area of very good progress. Children are interested and motivated to learn and confidently take part in activities in small and large groups. Children respond readily to guidance and learn what is expected of them. They operate independently and with confidence.
- Children speak clearly and confidently and use language for a variety of purposes. They are confident to speak in familiar groups and during role play.
- Children are developing an interest in number and count spontaneously and confidently. They enjoy rhymes and singing to develop their counting skills.

- Children investigate and explore how things grow and why things happen using a range of resources that stimulate their curiosity. They learn about growth by planting and looking at living creatures.

What needs to be improved?

- opportunities for children to link sounds to letters and understand that marks have meaning
- opportunities for older children to solve simple mathematical problems across a range of activities and in everyday routines
- evaluation of activities to inform future planning
- the information provided to parents about children's current achievements and future learning targets
- opportunities for children to independently choose resources to use in design, construction and creative work so that they can express their own ideas and work imaginatively
- children's awareness of the cultures and beliefs of others

What has improved since the last inspection?

not applicable (first inspection of nursery education)

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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|------------|-----------|
| Judgement: | Very Good |
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Children are interested and motivated to learn. They confidently take part in activities in small and large groups. Children are aware of routines. They develop good relationships with staff and peers and begin to co-operate with each other. Children respond readily to guidance and learn what is expected of them. Generally, they behave well. Children operate independently. They successfully pour drinks at snack time, visit the toilet and wash hands, put on and take off coats without assistance.

COMMUNICATION, LANGUAGE AND LITERACY

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|------------|----------------|
| Judgement: | Generally Good |
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Children speak clearly and confidently and use language for a variety of purposes. They are confident to speak in familiar groups and during role play. They listen, respond to questions and link words to movement. Children recognise their names from cards, share books and enjoy listening to stories. However, there are insufficient opportunities for children to link letters to sounds and develop an understanding that marks have meaning.

MATHEMATICAL DEVELOPMENT

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|------------|----------------|
| Judgement: | Generally Good |
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Children are developing an interest in number and count spontaneously and confidently. They enjoy rhymes and singing to develop their counting skills. Children are starting to recognise written numbers and discover the property of shape through construction and craft activities. They explore capacity through sand and water play. Opportunities for children to solve simple problems are limited.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

| | |
|------------|----------------|
| Judgement: | Generally Good |
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Children investigate and explore how things grow and why things happen using a range of resources that stimulate their curiosity. They learn about growth by planting sunflowers and looking at living creatures. They learn about their environment from a range of visitors and when they go for walks into the local community. Children talk about past and present events in their lives. There are limited opportunities for children to develop an awareness of other cultures and beliefs.

PHYSICAL DEVELOPMENT

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| Judgement: | Generally Good |
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Children move and use equipment with increasing control. They show an awareness of their own and others personal space during activities and when playing together. Children successfully use a variety of tools and equipment to develop and challenge their fine and gross motor skills. They learn about the benefits of being healthy and active. However, children do not often experiment with different ways of moving or using large equipment.

| CREATIVE DEVELOPMENT | |
|--|----------------|
| Judgement: | Generally Good |
| Children paint, draw, construct and take part in craft activities. However, children do not often work freely and express their own ideas when designing and making. They make connections in their learning through role play situations, dressing up and small world resources which engage them well. They enjoy singing and playing different musical instruments and move to music. | |
| 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

- ensure parents are provided with appropriate information about children's current achievements and future learning targets
- provide opportunities for children to solve simple mathematical problems across a range of activities and in everyday routines
- provide children with more opportunities to independently choose resources to use in design, construction and creative work so that they can express their own ideas and work imaginatively
- provide opportunities for children to link letters to sound and develop an understanding that marks have meaning.

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.