



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 139899

DfES Number: 533259

INSPECTION DETAILS

Inspection Date 14/01/2005
Inspector Name John Edwin Warren

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Bandon Hill Playgroup
Setting Address Sandy Lane North
Wallington
Surrey
SM6 8LA

REGISTERED PROVIDER DETAILS

Name The Committee of Bandon Hill Methodist Church

ORGANISATION DETAILS

Name Bandon Hill Methodist Church
Address Sandy Lane North
Wallington
Surrey
SM6 8LA

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

Bandon Hill playgroup is run by a church committee and offers sessional care for 30 children from 2 to 5 years, with no more than 10 being under 3 years. This is a Christian based group but welcomes children of all denominations from the local community. The group is open Monday, Tuesday, Thursday and Friday from 09:14 until 11:45. There are five members of staff on site at all times. Four are qualified and one unqualified. The manager has a diploma in pre-school practice. The group is currently receiving funding for seven children. All of the funded children are under four, one funded child has special educational needs.

How good is the Day Care?

Bandon Hill playgroup offers a satisfactory standard of care overall.

There is an operational plan in place to ensure the staffing ratios are always met. However Ofsted are not always informed on changes. There are procedures to ensure the safe collection of children. There is plenty of free space for the children to play and a sufficient amount of resources to meet the children's needs. However the organisation of the provision does not make effect use of these facilities. Staff therefore do not spend the majority of their time working face to face with the children. All of the required documentation is in place and has been recently reviewed to bring it up to date.

All safety standards are being maintained, however premises are not being kept at an appropriate temperature. Accidents and medications logs are being maintained. There is a clear policy in place on action taken when a child is unwell. Staff have good knowledge of the children's individual dietary requirements, however there is no flexibility in the times that drinks and snacks are offered to the children. There is a clear and easy to follow child protection procedure in place. This is understood by all staff, however no up to date training has been attended by staff members.

When staff are working face to face with the children the interaction is positive, they ask many open ended question and encourage the children to explore their activity

fully. Physical play opportunities are offered to the children, however the outside area is not made full use of. Staff support children with special needs very well. They have a good understanding of their developmental stage and welcome support from other professionals. Behaviour is managed well, staff offer a good amount of praise and encouragement. Staff have a good understanding of equalities issues however there are insufficient resource to promote these issues

Parental partnerships are valued and parents are made to feel very welcome.

What has improved since the last inspection?

At the last inspection the group was asked to update policies and ensure staff qualifications were being met. Policies are now up to date have all been reviewed recently. There is a new manager in place with suitable qualification.

What is being done well?

- Behaviour management. Children are given plenty of praise and encouragement for acceptable behaviour. The staff set a good role model for the children being polite and listening to the children's requests.
- Special needs. The staff team have a good knowledge of special educational needs and work closely together to meet those needs of children attending. They also accept support from other outside professionals.
- Documentation. All of the documentation has been reviewed and brought up to date. Policies have been added, for example, action taken when a child is unwell.

What needs to be improved?

- informing Ofsted on significant changes.
- use of the outside area.
- temperature within the unit.
- flexibility of drink and snack times.
- resources that promote ethnicity, gender culture and disability.
- child protection training

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

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 must take the following actions by the date shown**

| Std | Action | Date |
|-----|--|------------|
| 1 | ensure Ofsted is informed of relevant changes when they occur | 01/02/2005 |
| 4 | ensure that the premises are maintained at an adequate and comfortable temperature | 01/02/2005 |

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

| Std | Recommendation |
|-----|--|
| 2 | ensure effective use is made of staff and resources. |
| 3 | ensure children have greater access to outdoor play areas. |
| 8 | ensure a more flexible snack and drink time is provided to meet the individual needs of the children. |
| 9 | ensure that children have an appropriate range of activities and resources that promote equality of opportunity and anti-discriminatory practice |
| 13 | ensure training for child protection is attended by staff on a regular basis |

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

How effective is the nursery education?

Bandon Hill Playgroup provides acceptable quality nursery education, but has significant areas for improvement. Children's progress towards the early learning goals is limited by weaknesses, except in their personal, social and emotional development, whereby they make generally good progress.

Leadership and management is generally good. The manager is new in post and demonstrates a clear vision for immediate and future improvement. The pro-active approach is evident by the newly implemented systems for monitoring and recording children's progress and development and introduction of curriculum planning. Procedures to support staff development, including a training programme is underway and support from the early years child care partnership has been sought.

The quality of teaching has significant weaknesses, but there are some good aspects. The weaknesses are as a result of; the organisation of the session, the grouping of mixed ages, staff's understanding of diverse linguistic needs and missed opportunities to integrate all areas of learning into curriculum planning, for example the natural and living world, use of role play to encourage maths and literacy and challenges for more able children.

Support for children with special educational needs is very good. Staff deploy themselves well, supporting activities and joining in play, which enthuses and stimulates children's interest in learning. Staff's affectionate approach encourages children's confidence and they eagerly share experiences and express their feelings. Staff have begun to record literal observations of children's progress, which shows the starting points for improvement are becoming established.

Partnership with parents is generally good. Parents are warmly welcomed and kept informed of nursery activities. Although not yet implemented, plans are in place to improve parents knowledge and understanding of the foundation stage and of children's progress towards the early learning goals.

What is being done well?

- Staff's commitment to furthering their knowledge and understanding of identified special educational needs and developing alternative communication skills, such as sign language, positively contributes towards children's progress.
- Staff's caring approach and obvious interest in the children, which is demonstrated by the high levels of inter-action and participation in play, encourages their confidence and motivation to learn. In particular, opportunities to look at books and engage children in interesting and worthwhile conversations, both individually and in small groups are fully exploited.

- Good use is being made of the newly devised systems for monitoring children's progress towards the early learning goals. Children's development is regularly recorded with literal observations, which are intended as a tool to inform assessments and to plan next steps for learning.
- The action plan for improvement, demonstrates a clear and pro-active vision for the future and commitment to further development.

What needs to be improved?

- the programme for literacy and numeracy, to ensure that opportunities for learning are fully exploited in a wider range of activities, i.e. imaginative play
- the use of children's identified next steps of learning to inform curriculum planning and ensure challenges are sufficient for all children
- curriculum planning for knowledge and understanding of the world; particularly with regards to information, communication technology and the inclusion of the natural and living world throughout the year, as apposed to specific topics
- communication with parents, with regards to their knowledge and understanding of the early learning goals
- the organisation of the session; the disruption to children's learning by routine inter-changes, opportunities for children to select their own resources, to create and design independently and the effectiveness of large group times.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are enthused by staff who join in play and their encouragement motivates them to experiment and attempt new challenges. Children play nicely together and older/more able children are kind and supportive towards the younger ones. Staff's interest in the children and use of praise inspires their confidence, but awareness of individual needs is not always reflected in practice. Directed and pre-selected activities restrict opportunities for children to make their own decisions.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Significant Weaknesses

Skilled story telling techniques enthral the children, who contribute enthusiastically with detailed recollections of their own experiences. When children link the letter "B" to butterfly their interest in the subject is spontaneously demonstrated with flapping arms, which initiates interesting group conversation. Planned table activities provide some writing opportunities, but not enough consideration is given to encouraging writing for a purpose within play situations.

MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children learn to name, sort and compare size and shape. Weighing scales are eagerly loaded each end to balance, complex models are built and mathematical problems worked out with good support from some staff. However, activities do not always sufficiently challenge more able children. Opportunities for children to explore and experiment with maths are not integrated enough within imaginative play and there are very few visual number displays.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Significant Weaknesses

Children delight in sharing their experiences and news and their motivation is enhanced by staff's active listening skills and encouragement. Children talk about their families, become fascinated when comparing old and young people and planned religious and cultural festivities broaden their awareness of the wider world. However, children's learning of the natural and living world and information, communication technology is not sufficiently integrated into curriculum planning.

PHYSICAL DEVELOPMENT

Judgement: Significant Weaknesses

The daily routine provides set times for children to either ride bikes, practice balancing, climb, throw and catch balls etc, but the garden is rarely used during winter months. Resources are good, children are well co-ordinated and enjoy their play, although more robust children are not particularly well challenged. Children use small tools with developing skill and last term's topic introduced children to healthy food, which is supported by the daily routine of fruit snacks.

CREATIVE DEVELOPMENT

Judgement:

Significant Weaknesses

The creative trolley provides opportunities for children to design and create independently, but remains un-visited by children who are not reminded it exists. Role play is provided daily, but opportunities to include more varied resources to enhance and encourage learning are missed. Planned large group music sessions are mostly ineffective and learning intentions unclear. Sand, water, paint and dough etc are regularly provided and children use their imagination well to explore and experiment

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

OUTCOME OF THE INSPECTION

The provision is acceptable but has some significant areas for improvement. Children's progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- develop staff's knowledge and understanding of the early learning goals and improve curriculum planning to ensure that consistent, varied and extended learning opportunities are provided for all children. Pay particular attention to integrating maths and literacy within imaginative play, improve the programme for knowledge and understanding of the world and think about how the outdoor play area could be better utilised.
- evaluate the organisation of the session to; enable more free-flow, un-disturbed play, provide opportunities for children to make informed decisions and encourage independence skills
- improve the organisation of large group times, to ensure sufficient challenge and sustained interest for older and more able children
- provide parents with clear information about what their funding is for, explain the early learning goals and how children are progressing towards them.

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.