



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 117231

DfES Number: 517637

### INSPECTION DETAILS

Inspection Date 22/11/2004  
Inspector Name Janet Butlin

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name St Pauls Playgroup  
Setting Address Barne Lane  
St Budeaux  
Plymouth  
PL5 1NE

### REGISTERED PROVIDER DETAILS

Name The Committee of St Pauls Playgroup

### ORGANISATION DETAILS

Name St Pauls Playgroup  
Address Barne Lane  
St Budeaux  
Plymouth  
PL5 1NE

## 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 Pre-School is managed by a committee of parents and operates from a hall in the grounds of St Paul's Roman Catholic Primary school. This is located in St Budeaux, a residential area of Plymouth in Devon. The group has the use of a hall, the adjoining kitchen and toilets. There is an enclosed outdoor play area.

The pre-school is open five days each week during term time, from 09.00 to 11.30 each morning and from 12.30 to 15.00 every afternoon except Thursday.

Registered to care for up to 24 children aged from three to five years the group currently has 30 children enrolled, 27 of whom are three-year-olds in receipt of funding. The group supports children who have special educational needs and English as an additional language. A staff of four support the provision, three of whom are qualified to the equivalent of NVQ level three. One member of staff is undertaking qualifying training. The group receives the support of the Plymouth Early Years Development and Childcare Partnership and the Early Years Advisory Team. They are members of the Pre-school Learning Alliance.

### How good is the Day Care?

St. Paul's Playgroup provides satisfactory care for children. They offer a welcoming environment where children are eager and happy to learn and are sensitively cared for. The organisation of care is sound although there is an unsatisfactory Standard as Ofsted are not informed of the names of all the current staff and committee. The premises are welcoming and well organised for play and an adequate range of toys and equipment are available and set out ready for children to access as soon as they arrive. However the premises are not consistently maintained at an appropriate temperature which also means that hot water is not always available. The outdoor environment is fenced and secure. Satisfactory consideration is given to issues of safety but risk assessments do not effectively address all hazards present in the setting. An inconsistent record is kept of adults and visitors in the setting. All documentation is in place but many policies and procedures require more detail. Very conscientious thought is given to the preparation of healthy food. The provision

to support children's health is satisfactory overall but awareness and practice regarding some procedures has weaknesses. The group has a good awareness of caring for children with special needs and has a very secure awareness of equality of opportunity. Staff have a sound understanding of child protection issues although the policy for this area is incomplete. Children's behaviour is managed well. There is a sound partnership with parents who manage the group. There are frequent opportunities to talk to, and communicate with, parents who receive some limited information regarding the provision.

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

Not applicable.

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

- Good emphasis is given to ensuring healthy and nutritious snacks are provided.
- Thoughtful regard is given to equality of opportunity and valuing cultural diversity.
- A range of worthwhile activities are provided to interest the children.

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

- the system and speed of informing Ofsted of changes regarding persons connected to the setting
- documentation to improve the content of the child protection policy, establish a procedure to be followed if a child becomes lost and recording the presence of all adults and children on the premises
- provision of hot water and maintaining the premises at a suitable temperature
- risk assessments and their implementation to protect children from hazards
- awareness regarding the notification of significant injuries.

#### **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.)**

Since April 2004 Ofsted have received no complaints.

#### **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	Inform Ofsted of changes to staff and persons connected to the setting	13/12/2004

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

Std	Recommendation
4	Ensure that the premises are maintained at an adequate and comfortable temperature and that hot water is consistently available.
6	Develop the risk assessments on the premises identifying action to be taken to minimize identified risks and protect children from hazards.
7	Ensure that staff are aware of the procedure to be followed regarding notification of significant injuries.
14	Develop the documentation to ensure that all adults present are recorded, that there is a procedure to be followed in the event of a child becoming lost and that the child protection policy contains the procedure to be followed in the event of an allegation being made against a member of staff or volunteer.

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

### How effective is the nursery education?

St. Paul's Playgroup offers generally good quality nursery education where children enjoy learning through a range of interesting activities. Children are making generally good progress towards the early learning goals in all areas of learning. Their progress in the areas of communication, language and literacy, physical and creative development is very good. Children are confident, generally well behaved and show independence.

Teaching is generally good. Staff work well together as a consistent and sensitive team who communicate well. Their sound understanding of the Foundation Stage enables them to plan an interesting range of practical activities, although the way the session is paced means that some children become restless at times. The nursery has children attending who have special educational needs and English as an additional language and there are effective systems in place to provide good support. Children's progress is regularly assessed but it is not clear how day-to-day observations are used to inform planning. Verbal communication before the session regarding children's individual needs is generally effective but some areas are missed for some children. The setting has a satisfactory range of equipment to cover all areas of learning and these are generally used well to promote learning.

Leadership and management are generally good overall. Due to recent committee changes the staff take most of the responsibility for running the group, this means that weaknesses in teaching have not yet been identified or addressed. However, the setting is committed to improvement by attending supportive training and maintains contact with the Plymouth Early Years Development and Childcare Partnership and the Early Years Advisory Team.

There is a generally good partnership with parents. Some helpful information is provided regarding forthcoming themes and events but information regarding the Foundation Stage is very limited.

### What is being done well?

- Children enjoy books and stories and handle books appropriately.
- Lively role-play supports children's creative development.
- Children are eager to learn and settle quickly and happily to play.
- Lively discussion supports children's communication skills.

### What needs to be improved?

- the pace and timing of the session and staff deployment to ensure children

are well supported and do not become restless

- planning, to ensure all the early learning goals receive sufficient emphasis and that it is consistently clear what children are intended to learn and how they will progress along the stepping stones
- information provided to parents regarding the provision and the Foundation Stage.

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

The group has made very good progress with the key issues arising from the previous inspection and all elements have been completely addressed. There is now a co-ordinator for both areas of learning identified in the key issues and this ensures that they receive appropriate emphasis in planning. Children are able to develop their creativity in a variety of ways and children's physical development receives frequent and appropriate emphasis in the weekly planned programme.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children enter the setting happily and settle quickly to play. They are eager to learn and are able to concentrate well at their chosen activities, sharing popular resources good naturedly. Children are enabled to explore and appreciate cultural diversity in meaningful ways and home languages are valued and respected. Children follow agreed codes of behaviour in the group and overall they are very polite and well behaved, however poor use of time means some children become restless.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children enjoy lively discussion and staff enable children to widen and develop their vocabulary. There are good opportunities for children to write and make marks for a variety of purposes, for example making lists in role-play and attempting to name their drawings. They use and enjoy books, handling them appropriately and sharing stories with each other in the book corner. They also listen enthralled to well presented whole group story times.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Specially planned and presented activities provide good opportunities for some children to count, understand about quantity and to think about the names of shapes. However, children's free-play is not used effectively to consolidate their mathematical understanding in everyday situations, for example to work out what happens when one or two items are added to a group of objects. Whole group activities do not take account of children's individual stages of understanding.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Good use is made of everyday situations to encourage children to talk about their experiences, developing a sense of time as they remember things they have done. Visits from members of the community effectively increases children's awareness of the wider world. They look closely at the features of things they are working with, such as observing the changes to jelly and watching the progress of their bulbs. Use of technology is generally adult directed with limited free access to explore.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move with confidence and control and have many opportunities to develop their large muscles using wheeled toys and exploring climbing and balancing apparatus. They effectively develop their small muscles using a variety of tools such as dough cutters, scissors and by manipulating puzzles and construction toys. They are encouraged to understand the importance of staying healthy by, for example, washing their hands before eating.

## **CREATIVE DEVELOPMENT**

Judgement: Very Good

Children enjoy extensive role-play, often developing their imaginary stories to include many playmates in their adventure. They are able to enjoy the process of being creative and enjoy appreciating the texture of the paint for as long as they wish, as they apply it and watch how the colours blend. They describe the smells, tastes and textures of ingredients in their cooking activities. Music forms a regular part of the programme and children are enthusiastic singers.

**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**

- improve the pace and timing of the session and staff deployment to ensure children are well supported and do not become restless
- develop planning, to ensure all the early learning goals receive sufficient emphasis and that it is consistently clear what children are intended to learn and how they will progress along the stepping stones
- improve information provided to parents regarding the provision and the Foundation Stage.

*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.*