



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 200785

DfES Number: 510489

INSPECTION DETAILS

Inspection Date	21/05/2004
Inspector Name	Sheila Dawn Flounders

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	SYDENHAM PLAYGROUP
Setting Address	Sydenham Primary School, Calder Walk Leamington Spa Warwickshire CV31 1SA

REGISTERED PROVIDER DETAILS

Name	The Committee of Committee
------	----------------------------

ORGANISATION DETAILS

Name	Committee
Address	SYDENHAM PRE-SCHOOL SYDENHAM PRIMARY SCHOOL,CALDER WALK LEAMINGTON SPA WORKS CV31 1SA

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

Sydenham Pre school is a sessional group, based in a classroom within Sydenham Primary School. A committee of parents runs the group. It is organised into one large group, although the children divide into smaller groups during the session. Children attend from the local estate and surrounding areas.

The pre-school is open during term time only, from 9 am to 11.30 am. There are 32 children on roll, which comprises eight, funded three and 24 funded four year olds. There are currently children attending with identified special educational needs at present and for whom English is not their first language.

Four staff work directly with the children. Half of the staff either has a level three qualification and are working towards an early years qualification. They receive teacher support from the EYDCP, and liaise closely with the reception class of the school.

How good is the Day Care?

Sydenham Playgroup provides good quality care for children. The person in charge is very experienced and enthusiastic and they maintain high staff ratios. The children are in small key worker groups for most adult lead activities, with free choice for the rest of session. Very good use is made of space, it is organised into easily identified areas so children know where to find things, with ample play space. The rooms are very welcoming, bright and provide a child centred environment. The large amount of storage is mainly accessible to the children to encourage independence. All necessary documentation is in place and well maintained.

The premises are very secure, with detailed risk assessments in place. Staff are vigilant about children's safety, although they have not had formal training. Children have independent access to hand washing facilities, but do not always wash their hands before snack. Medication is not normally given and any accidents or incidents are handled well and recorded. Staff are currently waiting to update their first aid training. Children have access to individual water bottles through the session and

are provided with a snack.

Children have access to a wide range of activities daily, which help them to make good progress in all areas of learning. These include a good range, which promote equality and meet children's individual needs whilst being stimulating and providing challenge. Staff work hard to meet the needs of the children attending and ensure that they are treated individually, including those with additional needs. Positive behaviour is emphasised by the setting, with methods applied consistently by the staff and shared with parents.

The group work closely with parents. They keep them well informed about the provision and provide a welcoming setting where parents feel confident in discussing any issues that arise, in confidence if necessary. They ensure that children are looked after according to parental wishes.

What has improved since the last inspection?

Not applicable, no actions set at last inspection.

What is being done well?

- Staff have good understanding and experience with additional needs, including children for whom English is an additional language. They liaise with parents and other professionals appropriately and provide individual support when needed.
- Children's behaviour is very good. They are encouraged to behave well by being given frequent praise and recognition for their individual achievements. Strategies used are age appropriate and individually applied.
- The physical space in the group is very well used to provide definite areas for differing activities such as the home corner, book corner, creative areas and outdoor area. These areas are all well labelled, well resourced and brightly decorated to make them appealing to the children. Evidence of the children's creative activity is prominently displayed and provides a positive welcome for all visitors.
- Staff are deployed well at all times. They always know what they are doing from the detailed planning and work well together as a team. They interact well with the children both in their key worker groups and general play activities. They ensure that they make time to praise and encourage children and that they pass on these positive comments to parents.

What needs to be improved?

- that at least one staff member has current first aid
- the washing of children's hands before snack
- the staff's knowledge of health and safety requirements

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
--

<i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i>

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	Ensure that staff keep updated on Health and Safety requirements.
7	Ensure good hygiene practices are in place regarding hand washing.
7	Develop and implement an action plan detailing how at least one member of staff with a current first aid certificate will be on the premises or on outings at any one time.

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

How effective is the nursery education?

The teaching is generally good. Staff have mixed knowledge and experience of the foundation stage, with senior staff confident in its use. Staff work together on the planning process, which includes all necessary elements yet remains reactive and is evaluated. Challenge is well planned for the more and less able and is fully inclusive. Staff use a wide range of methods to include all children with daily work in large and small groups, open questioning, individual attention and explanations given about the activities on offer. The management of behaviour is good, with positive behaviour rewarded with gentle reminders of boundaries when necessary. Time and group resources are well managed, with staff always knowing what they are doing next. The assessments are done regularly in all areas of learning, but entries are not often dated so progression is difficult to identify.

The leadership and management is generally good with strong internal leadership and a supportive committee. They have identified previous weaknesses like staff training and worked to rectify them. Changes are evaluated such as deciding that the new snack time did not improve the provision and reverting to the previous system. Further details of children's progress and staff training needs would assist in evaluating the overall impact on the children. The group remain committed to improving all aspects of the provision.

The partnership with parents is very strong. They are provided with quality information before a child attends, with opportunities to visit and stay whilst the child settles. Continuing information is available through newsletters and contact with the key worker who keeps them informed about the child's progress and shares records if they wish. They have opportunities to share what they know about their child.

What is being done well?

- The relationship with parents is very good. They make many positive comments about the setting and feel well informed, have confidence in the staff and contribute items from home for the 'special child' feature or various topics.
- Personal, social and emotional development is a particular strength of the setting. The children are encouraged to be independent, are given many opportunities throughout the session to make their own choices and develop their self esteem. They respond with interest, excitement and deep involvement with the activities around them.
- The staff and committee work closely together. The supervisor passes on her enthusiasm to the rest of the staff and the children to create a lively learning environment where children want to be and which supports their learning well.

What needs to be improved?
<ul style="list-style-type: none">● the opportunities children have to practise writing for other purposes● the dating of assessment entries to show children's progression● the identification of staff training needs● the recording of all frequent activities in planning to evidence them.

What has improved since the last inspection?
<p>At the last inspection the setting were asked to improve their planning to give sufficient emphasis to all areas of learning and to use their resources regularly to promote children's skills. To do this they have successfully altered their planning so that it includes all necessary elements and shows how resources are used.</p> <p>They were also asked to include all areas of learning in their assessments, which should be regular, identify children's needs and shared with parents. They have since introduced a keyworker system to involve all staff in assessment, with newsletters to share regularly with parents and staff always available. The assessments themselves successfully provide the staff with a good knowledge in all areas of individual children's needs.</p>

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Children are confident, keen to learn and can concentrate when required. They are developing a strong awareness of self and their feelings. They relate well to each other and to staff, are able to work together, take turns and share. They are aware of the group boundaries, show concern for others and consider the consequences of actions. They are encouraged to personal independence, can self select resources and activities. They are beginning to see themselves as members of a community.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
------------	----------------

Children communicate confidently to each other, listen to instruction or stories and are introduced to new vocabulary. They discuss activities and recall previous events. They are able to link sounds and letters during activities like circle time. They have good access to books and enjoy time in the book corner. They have opportunities to practise pre-writing skills, with older children beginning to form correct letters in their names. They have few opportunities to write for other purposes.

MATHEMATICAL DEVELOPMENT

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

Frequent counting takes place each session and they can count together above 20; with older children secure individually up to 10, with most numerals recognised. They are beginning to understand addition and subtraction through daily activities, number rhymes and problems posed to them. They use correct language to compare numbers, such as more or less than. They have good practical experience with shape, pattern, size and quantity through topic work with shells, fish and their favourite drinks.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
------------	----------------

Children have good opportunities to explore and investigate via topics like the sea, developing a strong interest in the world around them. They can build indoors and out with a range of materials. They have limited access to technology, but older children are confident in the use of the computer mouse. They have good recall of past events and activities. They have practical experience of other people's culture through activities in connection with religious festivals and Chinese New Year.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children move confidently around the rooms and enjoy activities involving movement like action rhymes or outdoor play. Through these they develop an awareness of their own personal space. They have discussed health issues when tasting various drinks or after activity in the hall. They have ample experience and show good skill with small equipment, with increasing control when using scissors freely, painting or rolling dough; but less evidence is available for skill with large equipment.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
------------	----------------

They are frequently involved in large creative projects like 'under the sea'. They enjoy music with some opportunities to listen to music, play instruments and sing together. They have daily access to role-play and dressing up, with further opportunities to express their imagination through craft activities and stories. They are encouraged to use all their senses in a variety of activities, which allow them to explore their thoughts, ideas and feelings such as tasting drinks or making clay fish.

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

- provide evidence of the frequency of opportunities children have to practise large movement and to access music regularly
- provide increased opportunities for children to write for other purposes
- improve the assessment process to more easily show children's progress.

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.