



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 115343

DfES Number: 582889

### INSPECTION DETAILS

|                 |                      |
|-----------------|----------------------|
| Inspection Date | 21/01/2005           |
| Inspector Name  | Sarer Marcia Tarling |

### SETTING DETAILS

|                 |   |
|-----------------|---|
| Day Care Type   | Sessional Day Care  |
| Setting Name    | Christchurch Playgroup  |
| Setting Address | Christchurch Church Hall<br>Woodside Crescent<br>Sidcup<br>Kent<br>DA15 7JJ |

### REGISTERED PROVIDER DETAILS

|      |   |
|------|---|
| Name | The Management Committee of Christchurch P.C.C. |
|------|---|

### ORGANISATION DETAILS

|         |   |
|---------|---|
| Name    | The Management Committee of Christchurch P.C.C.                             |
| Address | Christchurch Church Hall<br>Woodside Crescent<br>Sidcup<br>Kent<br>DA15 7JJ |

## 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

Christchurch playgroup has been operating for 27 years in Christchurch hall in Woodside Crescent, Sidcup. The setting is in a residential area next door to Longlands Primary school. The playgroup is open Monday, Wednesday and Friday, school term time only from 09:15 until 12:00. The setting operates from a main hall and smaller room; children have occasional access to a secure, paved, outdoor area for activities. The setting serves the local and wider community.

The playgroup may care for up to 24 children aged from 2 years to under 5 years; of these only 6 may be under the age of 3. The setting is included in Bexley Council's Early Years Development and Childcare Plan and receives funding for three and four-year-olds. Thirteen children aged 3 years and 6 children aged 4 years currently receive funding for nursery education. None of the children speak English as an additional language, but the setting currently supports a number of children with special educational needs.

The playgroup leader, Diane Smith has been at the group for over 12 years. The setting employs five staff, all of whom hold appropriate early years qualifications including; the Diploma in Nursery Nursing (NNEB); the Diploma in Playgroup Practice (DPP) and BTec in Early Childhood Studies.

### How good is the Day Care?

Christchurch Playgroup offers a good standard of care. Effective staff deployment and informal daily meetings ensure all staff are aware of their roles and responsibilities.

There is a wide range of resources and activities provided. Children have opportunities to play alone, in small or large groups and play enthusiastically and co-operatively with the encouragement from staff. Child observations are made, however these are not used as part of the planning process or generally shared with parents until their child leaves. Parents say they are happy with the service provided, find staff approachable and value the support given to their children.

High priority is given to health and safety issues. A safety checklist is used daily and there is an effective system for the safe arrival and departure of children. Children are encouraged to learn about health and hygiene through the daily routines. Refreshment time is a social occasion and staff are aware of individual dietary requirements.

Record keeping is satisfactorily maintained, and policies and procedures are shared with parents. However, some documentation lacks necessary detail which means staff and parents do not have all of the necessary information they may need.

Children's behaviour is managed very well. Children appear familiar with the behavioural expectations of the group and are confident with the routines. Children are kept occupied, they approach staff with confidence and their self-esteem is developed through regular praise and encouragement. Staff are aware of their role and responsibilities with regard to protecting children.

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

Following an inspection in 2003 the playgroup was set several actions in the area of documentation.

There is now a written operational plan in place. This comprises record keeping and policies and procedures which are shared with parents and staff. However, some policies and procedures need to be reviewed and updated.

A record of visitors is maintained and this helps to keep children safe by monitoring access to the provision.

A record of any significant issues, or incidents of physical restraint, is maintained. This is shared with parents and helps ensure they are kept informed about their child. The manager is the named person responsible for behaviour management.

Written permission is sought from parents for seeking emergency medical advice or treatment.

Several recommendations were set with regard to health and safety. Safety gates are positioned at the kitchen door to ensure dangerous substances are inaccessible to children. Children now wash their hands in the bathroom after taking part in craft activities.

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

- Staff interaction with the children is good. Warm relationships have been formed, whereby staff talk, listen to and question children, and encourage good social skills.
- Staff deployment and resources enable children to express and explore their imagination and creativity, language and mathematical thinking. The range of activities and support from staff enable children to make progress in all areas of development.

- Staff are aware of children's developing abilities and independence and take positive steps to promote health and safety within the setting. Staff are deployed effectively and are vigilant about children's safety at all times.
- During refreshment time children are able to serve themselves and pour drinks. They have the opportunity to take part in simple cooking and food tasting activities and experience new opportunities.
- Children's behaviour is very good and they respond co-operatively to the daily routine. Staff are consistent in their approach, provide a positive, supportive and friendly environment for the children, which encourages children's developing self-esteem and confidence

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

- the system for using child observations as a planning tool and providing opportunities for parents to receive regular information on their children's progress
- the maintenance and detail of written documentation of all record keeping, policies and procedures.

#### **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.)**

Not Applicable.

#### **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  |
|-----|---|
| 3   | Devise a system to use observations to help plan appropriate activities for |

|    |   |
|----|---|
|    | the next steps in children's development and learning and provide opportunities for parents to receive regular information on their child's progress.   |
| 14 | Ensure that all records, policies and procedures, are reviewed and updated, inclusive of all necessary detail, in order that they are consistent with current legislation and the National Standards. |

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

### How effective is the nursery education?

Christchurch Playgroup offers generally good quality nursery education. Children confidently and enthusiastically take part in a varied and interesting range of activities and are making generally good progress towards the early learning goals.

Teaching is generally good and staff have a sound knowledge of the foundation stage. The system for assessing children's individual progress has minor weaknesses and does not ensure that each child's needs are addressed in the planning. However, planning is generally good and, overall, staff offer a good level of support to develop children's understanding in all areas of learning.

Behaviour within the nursery is good and children form positive relationships with their peers and with the staff. Their communication, language and literacy skills are generally developing well. They enjoy listening to stories and show an interest in reading in their free play. Children are also making good progress in their mathematical development and are supported by a good range of resources.

Children enjoy many good opportunities to take part in creative activities and express themselves freely using a wide variety of materials. Children regularly take part in a wide range of physical activities and their large and fine motor skills are generally developing well.

The leadership and management of the setting is generally good. The manager has sought support from the Early Years Development and Childcare Partnership and is working to monitor, review and improve the quality of the educational provision. The manager also effectively supports the staff team and encourages good communication.

Partnership with parents is generally good. Parents and carers are greeted warmly and are encouraged to speak with their child's key worker whenever they feel it necessary. Good efforts are made to involve parents and carers in their child's education although the range of up to date written information provided is limited.

### What is being done well?

- Children are friendly, caring and very well behaved as a result of the high expectations and positive, warm support from staff.
- Children speak confidently and fluently on a wide range of subjects and enjoy many lively conversations with their peers and with adults.
- Good opportunities exist for children to take part in art and craft activities and they express themselves freely and creatively using a wide range of resources.
- Children are developing a good understanding of number. They count

confidently and many are able to recognise written numerals.

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

- The opportunities for children to practise writing in freely chosen activities.
- The organisation and presentation of the role play area to make it more appealing to the children.
- The assessment of children's individual needs to ensure that these are used to influence the planning of activities.

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

The group has made generally good improvements since the last inspection.

In order to improve the planning of activities, the group has enlisted the support of the local Early Years Development and Childcare Partnership and has introduced a revised system of written planning.

An effective key worker system is now in place and links with home have been improved.

The writing table is well resourced and well used. It is effectively supported by staff although an area of improvement remains in the provision of opportunities for children to practise writing throughout the setting.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are generally well behaved, confident and friendly and enjoy interacting with staff and playing with their peers. They demonstrate great consideration to others and often actively seek to help each other. They express opinions readily and appropriately and are developing good self-care skills.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident speakers and often instigate and take part in many interesting conversations, both with staff and children. Their reading and writing skills are developing steadily and many are beginning to write their name and form many recognisable letters. Children sometimes lack support to practise writing in their freely chosen activities.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are developing a good understanding of number, pattern and shape. They count confidently and many are able to recognise written numerals up to nine. They are beginning to develop an awareness of mathematical concepts including addition, subtraction and comparison and are beginning to use mathematical language in their play.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children enjoy using electronic, computerised toys and competently use the keyboard to play a range of educational games. They are provided with a range of activities and outings aimed at teaching them about nature and living things. In addition, the setting provides activities to mark a number of religious and cultural events days. Whilst there are large amounts of construction toys available, children are not always sufficiently supported to practice design and construction skills.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children engage in physical play regularly and are able to move with control and co-ordination. They are able to balance, run and climb confidently. On occasion, the space set aside for physical play is dominated by children using ride-on toys. Whilst those children pedal and steer with great co-ordination, this results in some children receiving fewer opportunities in this area. Children are able to use a range of tools, and are developing good self-care skills.



| CREATIVE DEVELOPMENT  |                |
|---|----------------|
| Judgement:  | Generally Good |
| Children enjoy a very good range of art and craft activities and produce very expressive and individual artwork. They use a variety of materials, which they explore and investigate enthusiastically. Whilst they enjoy dressing up and role-play, the organisation of the home corner does not adequately engage their imagination. |                |
| <b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>   |                |

## **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**

- increase the opportunities and encouragement for children to practise writing in freely chosen activities
- review and improve the presentation and organisation of the role play area to engage children's interest
- review the systems of assessing children's progress to ensure that their individual needs are addressed in the planning of activities.

*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.*