



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 251641

DfES Number: 548037

INSPECTION DETAILS

Inspection Date 24/05/2004
Inspector Name Glenda Kathleen Field

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name St Andrews Playgroup
Setting Address St Andrews Church Hall
Roman Road
Lowestoft
Suffolk
NR32 2DQ

REGISTERED PROVIDER DETAILS

Name The Committee of St Andrews Playgroup 1028573

ORGANISATION DETAILS

Name St Andrews Playgroup
Address St Andrews Church Hall
Roman Road
Lowestoft
Suffolk
NR32 2DQ

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 Andrews Playgroup are a committee run group and meets St Andrew's Church Hall which is situated close to the town centre of Lowestoft. The group serves the local community.

Sessions operate Monday to Friday from 9.15am to 11:45 am during term time only. Ten staff are employed, of whom 5 hold a relevant qualification and 3 are currently attending training.

There are 31 children on roll all of whom receive funding(30 aged three years and 1 aged four.) The setting supports a number of children with special educational needs.

Support is received from the Early Years Daycare Partnership (EYDCP) and the group are members of the Pre-School Learning Alliance.

How good is the Day Care?

St Andrews Playgroup provides good quality care for children.

The staff provide an attractive and welcoming environment for the children in their care. Children have access to a good range of interesting activities and resources, and this ensures they are busy and active throughout the session. The staff work well together and children benefit from being cared for by an experienced and qualified staff team. All documentation is in place. It is clear, detailed and implemented by the staff, which helps to underpin the good practice and ensures children's safety and well-being. However there is one detail missing from one of the policies.

The staff demonstrate a sound awareness of safety issues. They are active in ensuring children's understanding of health and safety, and security is good. Staff provide children with a particularly well balanced range of snacks, which help children to understand about healthy eating.

Children's behaviour is good, staff are consistent and use praise and encouragement effectively. This reinforces the children's good behaviour and promotes their confidence and self esteem. The staff interact well with the children, they talk and listen respectfully to them and support the children well in their activities. Children have access to a good range of resources, which reflect our diverse society. Staff are fully supportive of children with special needs and this enables them to participate in activities at their own pace.

The group develops good relationships with parents. They work with the parents to support the children, by welcoming them into the setting and valuing their contribution through information sharing.

What has improved since the last inspection?

At the last inspection the group agreed to incorporate into their complaints policy contact details of Ofsted as the regulator. This is now in place and gives parents added confidence in the setting.

What is being done well?

- Staff have a good understanding of nutrition . They help children to learn about making healthy choices by encouraging them to eat a balanced range of foods at snack time.
- The staff are consistent in their approach to positive behaviour management and set good examples, so that children are learning to resolve issues through discussion. Children respond well to consistent expectations and their behaviour is good.
- Children are provided with a good range of activities that encourage their development. Children are interested in the toys and are able to explore and play independently.
- Staff's commitment to on-going training ensures they are up to date on new developments in Early Years. Children benefit from being cared for by an experienced and qualified staff team.

What needs to be improved?

- the child protection policy and applicable publications.

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
13	Obtain a copy of the Department of Health publication "What To Do If You're Worried A Child Is Being Abused".

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

How effective is the nursery education?

The provision for nursery education at St. Andrews Playgroup is of good quality. Children are making generally good progress in communication, language and literacy and very good progress in all other areas of learning.

Teaching is generally good. An effective key worker system enables children to be confident and happy in the setting. Staff plan a broad curriculum using the stepping stones, which provides children with an interesting range of activities and experiences. A good assessment system is in place. Acceptable behaviour is valued and staff manage children's behaviour well; children respond to their positive behaviour management and their behaviour is good. There is an effective system in place to support children with special needs, which enables all children to participate in the range of activities available.

Leadership and management is very good. The committee and staff are very committed to improving practice and the care and education of children. The staff team meet regularly to share their knowledge, skills and to evaluate their group practice. Staff have a good understanding of their roles and responsibilities and work very well together as a team. The staff participate in regular training opportunities to ensure their practice continues to develop.

The partnership with parents is generally good. Parents can talk to staff informally on a daily basis to discuss their child's progress with them. However, there is no formal method of informing parents of their child's achievements/progress. Parents are provided with good information about the provision and kept well-informed about the setting's activities.

What is being done well?

- Children are happy and motivated to learn and are developing good attitudes to independent learning. The staff carefully nurture their confidence and self esteem.
- Staff provide a well resourced role- play area. Children have excellent opportunities to explore their imagination, and they enjoy acting out familiar scenarios.
- Staff form strong relationships with the children and their families. They show a genuine interest in what children say and do, treating their comments and opinions with respect. Adults provide good role models, showing children how to be respectful and caring towards one another.

What needs to be improved?

- opportunities for linking sounds and letters
- parents contribution to child's assessment.

What has improved since the last inspection?

Not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Staff provide a range of stimulating activities that excite and motivate children to learn. They make effective use of praise to help children to feel good about themselves. Staff have a positive and consistent approach to the children who behave well. Staff are polite and give clear explanations to help children to learn right from wrong. Children are developing a sense of the wider community through a range of resources and topics to stimulate their curiosity.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children enjoy conversing with adults and sharing experiences in their lives. Their reading skills are developing well and they are aware of the way to use books and listen attentively to stories with enjoyment. Children have opportunities to practice mark making in play situations and are starting to recognise and write their names. However, there are limited structured learning opportunities for linking sound and letter.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are beginning to show an understanding of numbers and use number names in a variety of songs and rhymes. They are beginning to show an interest in counting and most confidently count to 10. They solve problems in practical situations and planned activities extend their understanding of addition and subtraction. Children enjoy using resources such as coins in role play. Opportunities for exploring and extending awareness of weight and capacity is made in sand, water and role play.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children use technology confidently in their role play and playing with the cassette recorder. Children are learning about change when growing sunflowers and cress from seeds. Children use a variety of construction equipment, tools and materials to cut, join and build in three dimensions. Recalling activities and events from home helps develop children's understanding of time. Planned topics give children an awareness of cultures e.g. chinese new year.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are given opportunities to develop their physical development through a variety of planned activities each day. The large hall used for the session enables children to move freely between activities, they show an awareness of space in their floor play and use their bodies confidently. Children enjoy taking part in music and movement and plans show they have opportunities to use ride on toys and climbing apparatus.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children have opportunities to develop their imaginative skills in role play. They are able to experiment and use different materials to create in three dimension. Opportunities are made for children to explore malleable materials. Children enjoy singing simple action songs and rhymes from memory. They recognise and explore sound with the use of musical instruments and the cassette recorder

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 that all clusters of learning are effectively planned for in communication, language and literacy.
- Consider formal methods in which parents and carers could discuss their 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.