



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN EY263188

DfES Number: 520357

### INSPECTION DETAILS

Inspection Date 19/01/2004  
Inspector Name Linda Janet Witts

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name St Augustines Playgroup  
Setting Address Matson House, Matson Lane  
Matson  
Gloucester  
Gloucestershire  
GL4 6ED

### REGISTERED PROVIDER DETAILS

Name The Committee of St Augustines Playgroup 1055607

### ORGANISATION DETAILS

Name St Augustines Playgroup  
Address Matson Lane  
Matson  
Gloucester  
Gloucestershire  
GL4 6DX

## 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 Augustine's Playgroup, a committee run group, offers sessional day care for up to 24 children aged from two years, nine months, occasionally younger at the group's discretion to five years. The playgroup has 63 children on the roll of whom thirty three are funded three-year-olds and ten funded four-year-olds. The group also supports children with special needs and has experience of caring for children for whom English is an additional language.

The playgroup is open Monday to Friday, term-time only, from 09:15 to 11:45 hrs and 12:15 to 14:45 hrs. Monday, Thursday and Friday morning sessions and Tuesday and Wednesday afternoon sessions are for pre-school three and four year-olds only.

Fundraising has enabled the playgroup to purchase their own premises. This consists of a purpose-built cabin, offering an open-plan play room, kitchenette and toilet facilities. It is situated on the Selwyn site, home also to Jesters Soft Play Centre, within the Matson area of Gloucester. Also in close proximity are Moat Primary School and Gloucester Ski Centre and Country Club. The group has the use of a spacious, secure outdoor grassed area and secure hard-surfaced tennis courts.

A team of five staff are employed, three of whom are currently studying to obtain level three qualifications, relevant to their role. All staff are trained in first aid and child protection and three of them hold food hygiene certificates. Staff are supported at each session by parents, on a duty rota. Teacher support is accessed from the local Early Years and Child Care Development Partnership.

### How good is the Day Care?

St Augustine's Playgroup offers good quality care for children. The staff team are enthusiastic, experienced individuals. All staff are trained in first aid and child protection and three are also trained in food hygiene. The committee are proactive, offering appropriate support to staff. The group is well organised, with a clear session structure which children are familiar with. All persons involved in the care of

the children have a clear understanding of their roles and responsibilities. The playgroup environment is attractive and space is utilised well. Displays of children's work are limited. The group has an excellent range of good quality equipment and stimulating resources which are accessible to children. Outdoor wheeled toys lack challenge for older children. Records are well maintained, clear, up-to-date and reviewed regularly. Supervision of children is very good. Staff demonstrate safety awareness and have taken action to minimise risks within the play environment. Good health and hygiene is actively promoted. An excellent range of snacks is offered. They are well- balanced taking account of different dietary requirements. A broad range of activities is offered during each session. Staff have a good knowledge of children's individual needs, including special educational needs and offer appropriate support of children's play. Children are very sociable, confident and use their own ideas within their play. They are well-behaved and staff foster children's self-esteem through praise and encouragement. Equal opportunities are actively promoted. Parents and staff have good relationships with one another. Procedures for sharing information are effective and children's care and learning is seen clearly as a joint responsibility for parents and staff. Parents are happy with all aspects of the playgroup.

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

Not applicable as this is the first inspection visit for the group since registering at this address.

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

- The staff team are enthusiastic, experienced individuals. The committee are pro-active, making regular visits to the playgroup, offering support to staff, being available to parents and striving to fund raise to increase resources for the playgroup.
- Group is well organised. There is a clear session structure which children are familiar with. All members of staff, volunteers and students have a clear understanding of their roles and responsibilities.
- A broad range of activities are offered during each session. All children are happy whilst at playgroup. They are very sociable and relate well to their peers and adults. They are confident and use their own ideas within their play. They move freely between activities, showing enthusiasm and excitement. Staff have a good knowledge of children's individual needs and offer appropriate support of children's play. They talk, listen, ask questions to promote thinking and foster children's self-esteem. Visits from people working within the community such as the police, postman and army soldier have been enjoyed, enhancing children's learning and allaying some children's preconceived fears.
- The playgroup environment is attractive and space is utilised well. Different areas within the open-plan play space are equipped and designed to reflect different areas of learning. This works well. A cosy area has been created for children to enjoy books freely and the home corner and surrounding area is

well used for imaginative play.

- Children are safe and secure. Supervision is very good. Staff demonstrate safety awareness and have taken action to minimise risks within the play environment.
- An excellent range of snacks is offered to children. They are well balanced and adapted to cater for different dietary requirements. Snacks are served café -style encouraging children's independence and giving them control over their eating.

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

- displays of children's work to encourage children to take pride in their achievements.
- children's access to outdoor-wheeled toys that offer sufficient challenge for older children.

#### **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
4	Display children's work more frequently to offer children the opportunity to take pride in their achievements;
5	Extend the range of outdoor-wheeled toys available, to offer greater physical challenge to older children.

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

### How effective is the nursery education?

Children are making very good progress towards the early learning goals in all six areas of learning. Children are interested, excited and motivated to learn. They show increasing independence and use their own ideas within activities. Children are well-behaved, confident individuals. They enjoy counting, singing, role-play and listening to stories.

Teaching is very good. Staff are enthusiastic in their roles. They have a good understanding of the foundation stage, early learning goals and associated stepping-stones. They plan an excellent range of activities to promote children's learning, supporting children with special educational needs and those for whom English is an additional language. Good use is made of time and resources. They arrange visits to places of interest and invite people into the playgroup to help children to learn about people's roles within the local community. Information gathered through assessment is used to inform future planning but does not always ensure that all children are sufficiently challenged.

Leadership and management is very good. The committee and staff are united in their desire to provide good quality education for children and are committed to improvement. The committee is pro-active, ensuring that staff have good access to training workshops and resources to support the delivery of the curriculum. The group is managed well and team spirit fostered. High child: staff ratios are maintained, ensuring children receive individual support as appropriate.

Partnership with parents is very good. Parents find staff friendly and approachable. They are given clear information about the foundation stage and are also given parent guides to each of the six areas of learning and one specific to learning outdoors. Rota duties give parents the opportunity to see their children at play and gain an understanding about what is planned and how their children are learning. Staff keep parents informed of their children's progress.

### What is being done well?

- Staff have a good understanding of the foundation stage of learning, early learning goals and associated stepping stones. They plan an excellent range of activities to promote children's learning. Appropriate support is given to children with special educational needs and for whom English is an additional language.
- Children initiate interactions with their peers, staff and adults less familiar to them. They have a strong sense of self as a family and playgroup member. They show excitement and curiosity in activities and new experiences.
- Children are able to undertake activities at their own pace, choosing for themselves, showing increasing independence and using their own ideas

within activities and to extend activities directed by adults.

- Children talk about the shapes of everyday objects and use shapes appropriately for tasks. More able children compare shapes talking about how they are the same or why some are different.
- Children show an interest in the lives of people familiar to them, such as family, friends and playgroup staff. They are also keen to hear about the lives and work of visitors to the group e.g. the postman and police officers.
- Children engage in imaginative and role-play based on their own first-hand experiences; playing alongside other children who are engaged in the same theme.

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

- the use of assessments to ensure that they inform future planning, helping all children, including the more able, to move onto the next stage; offering challenge; ensuring that all adults are aware of how children's individual development can be supported.

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

Improvement since the last inspection is very good. Five key issues were raised; to create more and regular opportunities to practise the recognition of the shape and sound of letters; limit the number of technological resources when used and clear instruction on their use; explain clearly to children before doing activities what is expected of them; increase the availability of musical instruments, movement and dance further and think of ways how children can use their imagination and express themselves freely; continue to practise asking the children open-ended questions in order to make them think.

The group's action plan to address these issues has been successfully implemented.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children undertake activities at their own pace, choosing for themselves, showing increasing independence, using their own ideas within activities including those directed by adults. Children understand the behavioural expectations within the setting; they follow instruction, share and take-turns. They initiate interactions with their peers, staff and adults less familiar to them and have a strong sense of self as a family and playgroup member. They all show excitement and motivation to learn.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident speakers; they ask simple questions and use talk to gain attention. Children listen attentively to stories; enjoy looking and talking about the illustrations and join in the narration of familiar stories. They handle books carefully and know that print carries meaning. Children hold writing implements correctly, draw lines, circles and re-trace vertical lines. Some three and four-year-olds attempt to write their own name and are beginning to form recognisable letters.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children willingly count. Three-year-olds use some number names accurately in their play and count with most numbers in order. Four-year-olds can count up to ten or more objects competently. Some children recognise numerals 1 to 5. Children talk about the shapes of everyday objects and use shapes appropriately for tasks. More able children compare shapes talking about how they are the same or why some are different.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children show curiosity, observe, examine and manipulate objects, describing simple features. They construct with a range of materials and know how to operate simple equipment. Children are learning to use a computer and many are able to control the computer mouse unaided. Children show an interest in the lives of people familiar to them, such as family, friends and playgroup staff. They are also keen to hear about the lives and work of visitors to the group e.g. the postman and police officers.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move freely with pleasure and confidence, moving in a range of ways. They run adjusting their speed and direction to avoid obstacles, play chasing games, jump, climb and try to hop. Children manipulate materials and objects, arranging and posting. Four-year-olds show increasing control over clothing and fastenings.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children make constructions, collages and paintings, using their own ideas, understanding that different media can be combined. They can differentiate colours and some choose particular colours to use for a purpose. Children engage in imaginative and role-play based on their own first-hand experiences; playing alongside other children who are engaged in the same theme. They enjoy singing and are able to sing a few simple, familiar songs.

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



## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of high quality. Children are making very 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**

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- There are no key issues but a point for consideration is to:-
- extend the use of assessments to ensure that they are routinely used to inform future planning, helping all children, including the more able, to move onto the next stage; offering challenge; ensuring that all adults are aware of how children's individual development can be supported.

*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.*