



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 251397

DfES Number: 547999

INSPECTION DETAILS

Inspection Date 17/01/2005
Inspector Name Gill Thornton

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name All Saints Playgroup
Setting Address All Saints Church Hall
 Park Road
 Bury St Edmunds
 Suffolk

REGISTERED PROVIDER DETAILS

Name Mrs Deborah Harris

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

All Saints Playgroup is a privately owned group. It opened in 1991 and operates from a

community church hall in Bury St Edmunds.

A maximum of 26 children may attend at any one time.

The playgroup is open Mon, Tues, Thurs and Friday mornings from 09:15 - 11:45 and Mon

and Thurs afternoons from 12.30 to 15:00 during term time only.

All children share access to a secure outdoor play area.

There are currently 49 children aged from 2 to under 5 years on roll.

Of these, 45 children receive funding for nursery education.

Children come from the surrounding area.

The playgroup supports a small number of children with special educational needs.

The playgroup employs eight staff. Seven of the staff, including the manager hold an appropriate early years qualification.

The group has completed the Suffolk Quality Kitemark accreditation scheme.

How good is the Day Care?

All Saints Playgroup provides good quality care for children.

A warm and welcoming environment is provided in which children are happy and

well settled. The premises are safe and secure and decorated with posters and displays of children's own work. Space and resources are organised effectively to create a stimulating environment. The children have daily access to the safe outdoor area to promote physical development.

Children are provided with a wide variety of resources and activities to encourage their learning and development. The experienced and qualified staff work well together to support children's play, encourage perseverance and develop their independence. Staff are consistent in managing children's behaviour and children respond well to the good role models they provide.

Policies and record keeping systems are in place to ensure children are looked after according to their parents' wishes. Procedures are appropriately followed in order to protect children. Their individual dietary needs are met and health and hygiene issues are given appropriate attention.

Partnership with parents is good. Staff work closely with parents to meet children's individual needs and keep them informed about their child's progress.

What has improved since the last inspection?

Since the last inspection the group have ensured that they have complied with the recommendations of the fire safety officer and environmental health officer as requested and now carry out written risk assessments to improve children's safety.

They were also asked to update child protection procedures and vetting procedures for staff and obtain written consent to seek emergency medical treatment or advice, so improving the care provided.

They also agreed to ensure that the male toilets were maintained in a suitable state, these have had some repair work done, but until new children's toilets are built specially for the playgroup they are out of bounds to the children.

What is being done well?

- Staff are experienced and well qualified with a clear understanding of their roles and responsibilities so helping the provision to meet children's needs effectively. They are proactive in promoting inclusion and sensitive to meeting children's individual needs.
- Children behave well. Staff use praise and encouragement and work well together setting clear boundaries. They use strategies appropriate to children's stages of development so that children are learning what is expected of them and to take account of the feelings of others. Children are polite and respond well to staff's calm and consistent reminders of the playgroup 'golden rules'.
- Children are provided with a wide range of good quality toys and resources to develop their emotional, physical, social and intellectual capabilities. The activities provided stimulate children's interest and spontaneous play is

promoted to extend children's learning.

- Space and resources are well organised with all the necessary facilities to create a stimulating environment. The provision of a safety surface outside has further added to the promotion of children physical development.
- Staff work closely with parents to support their children by welcoming them into the setting and valuing their contribution through information sharing. Parents value the care provided by the staff and support the group through the 'Friends of All Saints' fundraising committee.

What needs to be improved?

- provide further opportunities for children to develop their independence at snacktime.

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	provide further opportunities for children to develop their independence at snacktime

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

How effective is the nursery education?

All Saints Playgroup provides high quality nursery education which enables children to make very good progress towards the early learning goals in all areas.

The quality of teaching is very good. Staff have a good understanding of the Foundation Stage curriculum and use this to plan a broad range of interesting, play based activities. Staff assess children's progress towards the early learning goals using the stepping stones. Observations are used successfully to plan the next steps of learning for individual children. Activities are adapted to take account of individual children's needs.

A key worker system is used effectively, staff build good relationships with the children and know them well, they are caring towards them and interested in what they do and say.

The playgroup value spontaneous child led activities and staff follow children's interest to extend their learning. They organise space and resources to create a stimulating learning environment in which children increase their independence.

Leadership and management is very good. The provider and staff are committed to providing a quality play based provision, in which learning is child initiated and the adult's role is to follow children's interests to extend their learning. Staff work well together as a team and know their own roles. The owner has recently initiated staff appraisals. Staff meetings are held regularly to discuss planning and review children's targets and evaluate practise. The group receive support from the EYDCP. They have completed the Suffolk Quality Kitemark accreditation scheme.

Partnership with parents is very good. Parents are welcomed into the group and receive good information about the care and education provided. Parents praise the quality of care and emphasis the importance of a play based provision. Parents are encouraged to contribute to their children's records of progress.

A separate fundraising committee supports the successful running of the group.

What is being done well?

- Staff provide a play based curriculum with a strong emphasis on child initiated learning. Children's learning is extended by having the time to explore their own ideas and interests in depth. Staff extend this by providing further resources in response to children's ideas, for example clay mixed with water to make 'mud' for pigs.
- Children's physical skills are promoted very effectively through a stimulating range of indoor and outdoor activities. They move freely and with pleasure, negotiating successfully with others while playing outside and with the soft

play equipment.

- Provision for children with special educational needs and disabilities is particularly good. All staff are very sensitive to children's individual needs and work in partnership with parents and outside agencies to ensure their inclusion in all activities.
- Children are provided with meaningful opportunities to learn about a range of cultures and beliefs through practical activities such as stories, food from other countries and role play resources.

What needs to be improved?

- Opportunities for children to be given responsibility for routine tasks to further develop their self esteem.

What has improved since the last inspection?

Very good progress has been made since the last inspection. Effective measures have been introduced to make greater use of age appropriate group work which was raised as a point for consideration at the last inspection.

Planning now identifies individual children to be involved in small group work to build on what they know and to extend their learning. Children come together throughout the session in small and large groups to promote their confidence and self esteem and extend their social skills. An Early Years teacher works with the more able children in readiness for them starting school.

All these actions have increased children's participation in developmentally appropriate group work.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident and form good relationships within the group. They are motivated to learn and try new experiences. They interact well with each other and are learning to consider the feelings of others and to show care for living things. Children's behaviour is good, with staff supporting them to understand and follow the playgroup rules. Independence is fostered. Children have good practical opportunities to develop an awareness of their own cultures and beliefs and those of others.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's listening and speaking skills are developing well, they have good opportunities to extend their vocabulary, e.g. torso. Children enjoy books in groups and on their own for information and for pleasure. They are beginning to learn about letter sounds and older children can identify initial letter sounds in their names and other words. Children are well supported in writing for a purpose and are given many opportunities for mark making. Older children are beginning to form letters.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count to 10 and beyond and use number and shape in everyday situations e.g. snacktime and registration. Children are given practical opportunities to compare objects and use mathematical language such as big, medium and little. Older children are able to calculate, for example identify the number that is one more than a given number. Children recognise and name colours and shapes during practical activities. More able 4 year olds recognise and write numerals 1-5.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children show curiosity and investigate during planned and spontaneous activities. They have opportunities to show an awareness of change through cooking and looking at living things. They construct in 2 and 3D experimenting with different techniques and resources. Children are learning about everyday technology and know how to operate simple equipment e.g. the tape recorder. They talk about events in their own lives and learning is enhanced by visitors into the group and routine outings.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children have good opportunities for climbing and balancing both inside and in the outdoor area. They have a good awareness of personal space and demonstrate control and co-ordination. They respond to music with pleasure and confidence. Children are learning the importance of health and hygiene practices. They use a variety of tools with increasing control and enjoy activities to develop hand eye co-ordination, e.g. wood work.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children are given good opportunities to explore colour, texture and form in 2 and 3D through mainly child directed activities using their imagination. They explore and learn how sounds can be changes, for example with different types of guitars and respond to different kinds of recorded music. e.g. Busted and Thunderbirds! The provision of various role play situations encourages the children to use their imagination, with themes such as the hairdressers and a café.

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 significant weaknesses to report, but consideration should be given to improving the following
- the continuing development of children's self esteem by giving them responsibility for routine tasks.

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.