



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 101528

DfES Number: 583814

INSPECTION DETAILS

Inspection Date 07/12/2004
Inspector Name Flo Griffin-Taylor

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name South Cerney Pre-School Playgroup
Setting Address School Site, Berkeley Close
South Cerney
Cirencester
Gloucestershire
GL7 5UW

REGISTERED PROVIDER DETAILS

Name South Cerney Pre-School Playgroup

ORGANISATION DETAILS

Name South Cerney Pre-School Playgroup
Address School Site
Berkeley Close, South Cerney, Cirencester
Glos
GL7 5UW

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

South Cerney Pre-School Playgroup was established in 1969. It operates from a purpose-built building within the grounds of the Church of England School in the village of South Cerney, near Cirencester, Gloucestershire. It is run by a management committee, and led by a pre-school leader, who is accountable for the overall organisation and the daily management of the group. Children have the use of two playrooms and adjacent toilets, and there is a secure fully enclosed garden available for outdoor play.

A maximum of 24 children may attend the pre-school at any one time. The group is open during term time only. Sessions run Monday to Friday, from 09:00 - 11:45; and on Tuesday and Thursday afternoon, from 12:45 - 15:15.

There are currently 39 children aged from 2 to under 5 years on roll. Of these 29 children receive funding for nursery education. The pre-school has provision for children with special educational needs and for those for whom English is an additional language.

Currently 6 staff are employed to work directly with the children on various days of the week, and 3 members of staff are present at each session as well as a rota parent. Five staff hold appropriate early years qualifications. One staff member is working towards a qualification.

The pre-school receives support from the Early Years Development and Child Care Partnership (EYDCCP).

How good is the Day Care?

South Cerney Pre-School Playgroup provides good quality care for children.

The pre-school is well organised and managed, has sound recruitment procedures and all appropriate documentation is in place. The operational plan though is incomplete. Yearly appraisals are undertaken and regular meetings held. Staff are

keen to take up opportunities to attend training. They are clear about their roles and responsibilities, are enthusiastic, and work well together as a team.

A warm, caring and welcoming environment is offered to children. Good use is made of space and resources, and the play rooms are creatively organised, offering different activity areas. Children are provided with a wide variety of stimulating activities, equipment and play materials that offer challenge, sustain interest, and support them well in their learning and development. Staff give clear guidance and support, question appropriately, and take every opportunity to gently reinforce their learning. They help children to be independent and confident. Assessments are undertaken and progress recorded.

Staff give safety and security a high priority. Some plants however in the garden present a hazard. There is an effective system in place for the safe arrival and collection of children and access to the provision is closely monitored. Staff promote the good health of children, and follow good hygiene practices.

Staff are calm, caring and attentive to the individual needs of the children. They adapt activities accordingly in order that all are included. Behaviour is managed well, with clear, consistent boundaries set, and positive praise and encouragement given.

There is a strong, effective partnership with parents and carers. They are actively welcomed and encouraged to be involved in their child's learning. Information is shared. Staff make sure that parents are kept well informed of all activities and the progress of their children.

What has improved since the last inspection?

At the last inspection four actions were raised, all of which have been satisfactorily addressed.

All children, staff and visitors are recorded on arrival and departure. A system is in place to record any medication administered to children. A book is available to record any significant incidents. The child protection policy includes a written statement of procedures to be followed in the event of allegations of abuse made against a member of staff.

What is being done well?

- The pre-school is well organised and managed, has sound recruitment procedures and all appropriate documentation is in place. There is a system for appraisal and a positive approach to accessing further training. Staff work well together and are committed and enthusiastic.
- Good use is made of space and resources, and creative thought applied to room presentation and the organisation of the different activity areas. There is a wide variety of stimulating activities, equipment and play materials on offer which supports children well in their learning and development.
- Safety is given a high priority. Clear procedures are in place for keeping

children safe and secure. Staff understand the importance of promoting the good health of children, and adopt good practice guidelines. Children are encouraged to follow good hygiene routines.

- Staff are calm and caring, and give guidance, support and encouragement. They question appropriately and help children to be confident and independent. Children relate well and are happy, involved and settled in the care of the staff.
- Staff are attentive to the individual needs of the children, adapting activities accordingly in order that all are included. Behaviour is managed well. Children respond to the clear and consistent boundaries set, and lots of positive praise and encouragement is given.
- There is a strong and effective partnership with parents and carers. Staff foster good and positive relationships and make parents very welcome in a warm, friendly and inviting atmosphere. Staff encourage parents to be involved in their children's learning.

What needs to be improved?

- completing the operational plan
- ensuring that any poisonous plants in the outdoor garden are made inaccessible to the children.

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.)

There are no complaints to report.

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
2	Complete the operational plan.
6	Make sure that any poisonous plants growing in the outdoor garden are made inaccessible to the children.

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

How effective is the nursery education?

South Cerney Pre-School Playgroup offers high quality nursery education. It provides a caring and welcoming environment in which children are making very good progress in all areas towards the early learning goals.

Teaching is very good, and staff have a sound knowledge of the foundation stage. Activities are well planned, interesting and topic related. Children's progress is closely monitored and assessments completed for each child. These are currently under review and further development. Evidence of children's own work is not routinely kept to further demonstrate ongoing progress, and access is limited. Room space is creatively organised and provides a stimulating and vibrant learning environment. Children are encouraged to be confident, self reliant, caring and respectful to others. Behaviour is very good. Staff have a clear understanding of how children learn and are skilled at engaging and building positive relationships with them. They interact well, are responsive and listen and question appropriately. Staff make good and effective use of time and resources and provide children with challenges that sustain interest and extend learning opportunities.

The quality of leadership and management is very good. The pre-school is well organised and managed, with its aims clearly stated. Staff are clear about their roles and responsibilities, communicate effectively and work well together as a team. They meet regularly to plan and assess their practice and provision. Staff show commitment to continued improvement through an active in-service training schedule.

There is a strong and effective partnership with parents and carers. Parents are provided with good information about the setting. They are kept well informed about their children's progress and achievements and invited to share what they know about their child. They are warmly welcomed, valued, and actively encouraged to be involved in their children's learning.

What is being done well?

- Staff have a clear understanding of children's developmental requirements and plan effectively for their learning. Children are making very good progress in all areas of the early learning goals.
- Staff provide a stimulating and vibrant environment for children, make good and effective use of time, space and resources, and offer challenges that sustain interest and extend learning opportunities.
- Children are confident, interested, caring and co-operative. They relate well to each other, and show good levels of independence and concentration. Behaviour is very good.

- Staff are skilled at engaging with the children and building positive relationships with them. They interact well, are caring and interested, responsive to their needs, and listen and question appropriately.
- Leadership is very good, with a motivated and committed staff team, all of whom work well together. Staff access training opportunities to support children's learning and to improve their practice and provision.
- There is a very effective partnership with parents and carers, who are well informed about the setting, and of their children's progress and achievements. They are actively encouraged to be involved in their children's learning.

What needs to be improved?

- the further development of the children's assessment system, to further support and provide ongoing evidence of children's progress and achievements.

What has improved since the last inspection?

Following the last Ofsted inspection visit in February 2001, one key issue was identified:

updating the wording of the curriculum policy and the information given to parents regarding the early learning goals.

The pre-school has made very good progress in this area. Documentation has been updated, and the curriculum policy clearly details all six areas of the early learning goals and how best these can be met. All parents and carers receive a copy of the policy, which is included in the pre-school's information pack. There is also a copy available on a prominent, well positioned and attractively set out notice board. Plans of the current linked theme and the week's activities are also on show and clearly presented. Regular newsletters are produced, which every parent receives.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy, interested, involved and have good self esteem. They confidently speak out, express their needs, ideas, and relate well to each other and adults. Behaviour is very good. Children move freely between activities, initiating their own choice, and work independently or in small groups. They are well motivated and eager to try out new activities. Concentration is good. They are co-operative, show concern, respect for others, and are developing an awareness of the wider community.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children have good communication skills. They have a wide vocabulary, and are confident speakers who engage easily in conversation with adults and other children. They participate eagerly in role play, enjoy singing rhymes and listening to stories. They regularly learn new words through themed activities and general discussion. Children understand that print carries meaning. Most are able to recognise and write their own name, and link sounds to letters. Books are enjoyed and used well.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Mathematics is accommodated well into the curriculum and everyday activities. Many children can count confidently and accurately, up to ten and beyond, at group times and spontaneously in their play. They are starting to recognise numerals. Children are developing a good understanding of shape, size, position and quantity and use correct descriptive language. They can solve practical problems, for example, moving shapes to complete patterns, and are encouraged to reason and question.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are enthusiastic. They are keen to explore and investigate new materials and ideas. They are developing a good knowledge and understanding both of their natural and surrounding environment, of the wider world, and of their own and other cultures, through an interesting range of well planned topics and activities. Children talk confidently about events in their lives, and have a good awareness of past and present. They are familiar with information technology and its use.

PHYSICAL DEVELOPMENT

Judgement: Very Good

There is a balanced programme of planned activities and recreational play. Children move confidently around with good co-ordination and control. They have a keen awareness of space and of others. Through well planned topic work children are learning about themselves physically, and how their bodies work and perform. They are developing an increasing awareness of health and hygiene. They confidently, and with competence, use a wide variety of equipment and tools and have good manipulative skills.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children use a wide range of materials to explore colour, shape, texture and form, and to create art work in two and three dimensions, during free play and adult supported activities. Children use their imaginations well and express their thoughts and feelings through painting, role play, story telling, and movement sessions. They have a good sense of rhythm and tempo, and enjoy singing songs and rhymes and playing musical instruments. Children are developing an awareness of their senses.

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 weaknesses of any significance to report, but consideration should be given to the following:
- Continue to review, develop and extend the children's assessment system to further support and provide ongoing evidence of children's progress and achievements.

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.