



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 128480

DfES Number: 580402

### INSPECTION DETAILS

Inspection Date 12/07/2004  
Inspector Name Theresa May

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Somerville Pre-School  
Setting Address Church Hall,  
Somerville Road, Chadwell Heath  
Romford  
Essex  
RM6 5AT

### REGISTERED PROVIDER DETAILS

Name The Committee of Sommerville Playgroup

### ORGANISATION DETAILS

Name Sommerville Playgroup  
Address Church Hall  
Somerville Road  
Chadwell Heath Ilford  
Essex.  
RM6 5AT

## 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

Somerville Pre-School has been registered since 1992. It is run by the parents committee. It is situated in a residential area within Chadwell Heath and serves the local community.

Operational hours are from Mondays to Friday, 9.30 a.m. to 12:00 p.m. during term time only. It operates from one main playroom for the pre-school activities. There is a fully enclosed garden for outside play.

There are currently 41 children on roll. There are 13 funded three and four year olds. There are currently 3 attending with special needs, and 0 where English is supported.

There are four members of staff on duty at each session, including the person in charge. All the staff hold Early Years qualifications.

The pre-school are members of the Early Years Childcare and Development Partnership and the Pre-School Learning Alliance.

### How good is the Day Care?

The quality and organisation of the day care is satisfactory. The manager is suitably qualified and all the staff have an early years qualification. The pre-school is run by a committee, however Ofsted have not been informed of all the change of members. The pre-school uses the space available for the children in a creative way. The children were able to move freely and comfortably around the activities giving them choice and freedom. There is a range of toys and equipment which is accessible. All the required documentation is available, however some lack detail.

The premises are welcoming, however they are tired and worn. There are areas where the daily cleaning routines are not effective. One of the toilets is in need of maintenance and is accessible to children. The fire evacuation procedure is not displayed. The premises are secure and there is effective systems for the arrival and

collection of the children. All children are treated with equal regard and there are systems in place to support and integrate children with special needs. The staff are aware of child protection issues and understand how to progress concerns. They do not have a copy of 'What to do if you are worried a child is being abused'.

The staff know the children and listen and value what they have to say. The staff plan a range of activities for the children. The children are praised and encouraged during their play, however not all the children are occupied with the activities which have been planned. Children's play can be boisterous, staff intervene but the children do not always listen and repeat the behaviour again.

The pre-school work in partnership with the parents. They are welcomed in to the nursery, offered a settling in period and information is obtained from the parents regarding the care of the children. This is recorded and parents wishes are respected. Parents are informed about their children on a daily basis and there is a parents prospectus for them to refer too.

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

Since the last inspection they have obtained a copy of the Area Child Protection Procedures. This is available to staff so they have regard for the procedure and are able to refer to it for reference.

A member of staff has been appointed to maintain the first aid supplies, the bins have lids to promote health and hygiene in the pre-school.

The fire extinguishers have been checked and secured to promote fire safety. The emergency evacuation procedures have been written but not displayed.

Consent to seek emergency assistance has been obtained but not treatment.

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

- There are good systems in place for children with special needs who are welcomed, supported and included in the setting.
- The space available is planned creatively so there are areas for rest and play. The children have room to move comfortably and are able to access the activities.
- Staff know the children, they listen and value what children say, they give praise and encouragement.

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

- the procedure to inform Ofsted of significant changes
- the maintenance and cleanliness of the premises
- the procedure to act on identified risks and displaying the emergency fire evacuation procedures

- the development of managing children's behaviour
- the detail of documentation.

### Outcome of the inspection

Satisfactory

### 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 must take the following actions by the date shown

Std	Action	Date
1	Ensure Ofsted is informed of committee members and if there are any changes.	13/07/2004

#### The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
4	Ensure that the premises are maintained in a suitable state of repair and cleanliness.
6	Ensure identified risks are acted upon and the fire evacuation procedure is displayed.
11	Develop staff's awareness and understanding of effective ways to manage children's behaviour.
13	Obtain a copy of 'What to do if you are worried a child is being abused'.
14	Maintain up to date written documentation of the daily attendance register, the procedure for lost and uncollected children, the consent to seek emergency advice and treatment and the complaints procedure with all required details.

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

### How effective is the nursery education?

The educational provision at Somerville pre school is acceptable but has significant areas for improvement. Children are making generally good progress in their physical development. Their progress is generally good in their knowledge and understanding of the world, creative development and their personal social and emotional development. There are significant weakness in the programmes for children's development in language, literacy and communication and in children's mathematical development

The quality of teaching has weaknesses. Staff have good relationships with the children, they help to develop their independence by encouraging them to select activities that interest them. Although staff have attended training their knowledge of the foundation stage is not evident in the planning or assessment. Short term planning does not cover all aspects of the early learning goals and does not clearly identify what children are expected to learn from activities. Activities do not engage children or encourage them to think which leads to children displaying disruptive behaviour which is not always addressed by staff. Staff also miss opportunities to extend children thinking by using open ended questioning.

The leadership and management has weakness. The staff work well together they are deployed well to support children's learning. At present the management of the pre school is shared this has results in some inconsistencies. Planning and preparation procedures lack detail. Evaluation and assessments are not carried out regularly.

The partnership with parents is generally good, they are happy with the care provided. They receive a record of their child's achievements when they leave the provision. They talk to the key workers most day's about their child's progress. Activity plans are displayed on the parents board. But there is no formal reporting of the children's progress available to parents.

### What is being done well?

- Children's independence is encouraged. They take responsibility for their own learning by selecting activities that interest them.
- Children's physical development is good. Children have regular opportunities to practice climbing, balancing and to develop co ordination. They use tools and equipment well. They are developing a good understanding of keeping healthy.
- Children have good opportunities to practice their writing. They are starting to form correctly shaped letters

**What needs to be improved?**

- the leadership and management of the provision.
- staff's understanding of the foundation stage.
- planning to ensure that all aspects of the early learning goals are included over time, details of the learning outcomes for activities and how activities could be adapted for the more able children,.
- assessments so that they are used to inform future planning and plan the next steps for children's learning. Shared with parents regularly

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

Good progress has been made on the areas identified for improvement at the last inspection.

Staff provide good opportunities to talk about keeping healthy during physical play session inside and out doors.

Music and dance are provided each day . Children enthusiastically participate in dance session using the space provided creatively.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are making generally good progress in this area of learning. Children are developing their independence when they take responsibility for their own personal hygiene and when pouring their own drinks at snack time. They have good relationships with their peers and the staff at the pre school. Children happily self select activities but the more able children lack motivation and do not always concentrate. Behaviour is not consistently managed older children are often disruptive.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Significant Weaknesses
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There are significant weakness in children's progress in this area of learning. Children write notes to mummy and daddy when role playing offices. Staff help children form correctly shaped letters when they make entries in note books. Children are introduced to the sound letters in their names make at circle time. But children do not show interest in using the book area independently and do not concentrate well at story time. Staff are inconsistent in their use of questioning techniques.

### MATHEMATICAL DEVELOPMENT

Judgement:	Significant Weaknesses
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There are significant weakness in children's mathematical development.. Children use numbers in the correct order when singing number rhymes. They build and construct using shapes appropriate to the task. However opportunities are missed in regular routines and practical activities to help children develop their curiosity of numbers and simple number operations. Children are not introduced to mathematical language as part of planned activities. They do not write numbers as part of their play.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Generally good progress is being made by children in this area of learning. The theme of fruit is used effectively to encourage children to look at how things grow. Children compare similarities and differences when fruits are dried. They build and construct using various materials, for example bricks and sand. They do not have enough opportunities to use programmable toys, or to explore why things happen and how things work.

**PHYSICAL DEVELOPMENT**

Judgement:	Generally Good
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Children are making generally good progress in this area. They use small tools and malleable materials like dough and clay well. They demonstrate control when helping to cut fruit at snack time. Children are learning about staying healthy and looking after their bodies when they discuss what happens to your heart after running. They are confident movers and climbers, they use the balance beams with increasing control. They show good spatial awareness during impromptu dance sessions

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children are making generally good progress in this area of learning. Their imagination is developing well through role play with small world toy's, pirate ships, cars and garages. They sing songs and dance with enthusiasm. They use different techniques to stick, build and paint fruit baskets. They have good opportunities to explore using their senses when smelling fruit and playing with wet and dry sand. However access to creative resources are limited and often pre selected by adults.

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



## **OUTCOME OF THE INSPECTION**

The provision is acceptable but has some significant areas for improvement. Children's progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

## **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- Implement effective procedures to monitor and evaluate the nursery provision, planning and implementation of the curriculum..
- Continue to develop staffs knowledge and understanding of the foundation stage so that they are able to progress children learning particularly in their language, literacy and communication and their mathematical development.
- Further develop planning to ensure that all elements of the early learning goals are covered over time. Include what children are intended to learn from activities, how activities could be adapted to provide challenge for the more able children.
- Develop the current system of observing and assessing children's progress and use the information obtained to inform planning for the next steps for children's learning and share regularly with parents.

*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.*