



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 118590

DfES Number: 516964

INSPECTION DETAILS

Inspection Date 28/06/2004
Inspector Name Deborah Ann Benn

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Wingletye Playgroup
Setting Address Nelmes School
Wingletye Lane
Hornchurch
Essex
RM11 3BX

REGISTERED PROVIDER DETAILS

Name Wingle-Tye Pre-school Limited 04123629

ORGANISATION DETAILS

Name Wingle-Tye Pre-school Limited
Address Wingle-Tye Pre-School
44 Copperfields Way
Romford
Essex
RM3 0XE

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

Wingle-Tye Pre-school Playgroup opened in 1991, it has sole use of a double classroom at Nelmes School situated in a residential area of Hornchurch close to main travel routes. The pre-school has its own entrance and fully enclosed outside play areas.

There are currently 60 children from 2 to 4 years on the roll. This includes 27 funded three-year-olds and 33 funded four-year-olds. Children attend for a variety of sessions. The setting currently supports a number of children who speak English as an additional language and a number with special needs.

The group opens five days a week during school term times. Sessions are from 09:00 to 11:30 and 12:30 to 15:00, the afternoon sessions are specifically for pre-school children.

There are seven qualified staff in total working with the children on a part time basis as well as a support worker working on a one to one with a child with special needs. The majority of staff have an early years qualification to NVQ level 2 or 3. The setting receives support from the area special educational needs co-ordinator from Havering Early Years Development and Childcare Partnership (EYDCP).

Wingle-Tye Playgroup is part of Wingle-Tye Pre-school Ltd, Sue Crossley is the provider of day care.

How good is the Day Care?

Wingle-Tye playgroup provides good quality care for children within a stimulating and friendly environment.

There is ample room for children to take part in a wide range of activities and they are able to move freely between the areas. The space is effectively used to provide fully for children's needs with good use being made of the outdoor areas. There is an effective recruitment and induction system in place that ensures the suitability of

staff and all required documentation is clear, current and appropriately stored.

The premises and equipment are very well maintained and there are good systems in place to ensure the safety of children at all times. High staffing ratios and good staff deployment ensure that children's safety and direct supervision are given the highest priority. Staff are very aware of their responsibilities and appropriate processes regarding child protection. Good hygiene practices are promoted and most resources are in place to support this. Substantial snacks are provided which actively encourage healthy eating and take into account children's individual needs and preferences.

Play activities are well planned with a real awareness of children's individual needs and a clear understanding of the link between play and development. Staff are very skilled at encouraging children's interest and enabling their involvement, adapting activities with confidence to ensure inclusion. Children's behaviour is managed effectively and appropriately and children with special needs are very well supported.

Effective and well planned systems ensure that parents are kept well informed about the provision and their child's progress. They are actively encouraged to link home and playgroup activities. All required paperwork is in place to support a professional relationship.

What has improved since the last inspection?

At the last inspection the setting agreed to ensure that children had frequent access to resources and activities which promoted equality of opportunity. This has been successfully addressed. A good range of toys, books and displays positively reflecting different cultures, faiths and abilities are available at every session. In addition to this, well researched activities are regularly provided to help children learn about different faiths and cultures.

What is being done well?

- The staff are well qualified, competent within their roles and have access to ongoing training. All staff are clear of their responsibilities and work effectively as a team.
- There is a wide range of good quality resources readily available to children which they access with enthusiasm. The organisation of equipment encourages children to make their own choices and they are able to move freely between different areas including outdoor play.
- Very good risk assessment procedures are in place. Detailed and effective processes ensure that all areas used are checked on a daily basis and equipment well maintained. Good staff deployment ensures that children are always well supervised.
- There are excellent systems in place to support children with special educational needs. There is a strong commitment to working in partnership with parents and outside agencies to enable children's individual needs to be

met.

What needs to be improved?

- hygiene practices regarding the provision of soap at both sinks used.

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
7	Improve hand washing practices by ensuring that soap is available at both sinks.

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

How effective is the nursery education?

Wingletye Pre-School provides high quality nursery education overall, which enables children to make very good progress towards the early learning goals.

The quality of teaching is very good. Children behave well in response to the high expectations and sensitive support of staff. Staff understand how three and four years olds learn and have a sound knowledge of the stepping stones and early learning goals. The indoor and outdoor space is used well to create an interesting learning environment, which helps children develop personal independence. Staff effectively interact in children's play and are skilled at ensuring they are appropriately challenged. Children with additional needs are well supported by staff who work closely with parents and other professionals to ensure children's individual needs are met.

The leadership and management is very good. The director and manager have clear and appropriate aims for the children's care and education. These are understood and shared by the stable, well established staff team. Staff are clear about their roles and responsibilities and work well together to ensure the sessions run smoothly. The staff appraisal system and regular in-house and external training are used to further develop the staff's knowledge and skills.

Partnership with parents is very good. The keyworker system ensures parents can spend time talking informally to staff about their children and they receive annual reports detailing their child's achievements and progress. Parents can access children's records at any time. The parents notice board and termly newsletters give parents information about planned topics, events and activities they can provide at home to support their child's learning.

What is being done well?

- Staff have a sound understanding of the stepping stones towards the early learning goals. The planning, preparation and evaluation of activities is good. The staff closely monitor children's progress and offer appropriate challenges and support.
- Children's personal independence and self esteem is fostered well. They have frequent opportunities to make choices, resources and equipment are accessible and labelled so children can find what they need and daily routines give children opportunities to take responsibilities, such as collecting in the musical instruments.
- Opportunities for children to explore mathematical concepts through practical activities and daily routines are very good.
- Children's physical skills are promoted effectively through a stimulating range of indoor and outdoor activities.

- Children's creative development is very good. They have frequent opportunities to explore their thoughts, feelings and ideas using a wide range of media and materials including paint, chalk, collage, coloured pencils and crayons.

What needs to be improved?

- opportunities for children to find out about and use information and communication technology.

What has improved since the last inspection?

Very good progress has been made since the last inspection:

At the last inspection the setting agreed to adapt the system for assessing children's attainment and progress into a more manageable form. Also to adapt their short term planning to show how activities are adapted or extended to suit the different levels of skill and understanding of the children.

After the last inspection in 2000 the system for assessing children's progress was reviewed and a simpler system covering all six areas of learning introduced. This system has recently been further reviewed by staff and an updated system is be introduced in September 2004.

Children's assessments are used to monitor children's progress. Keyworkers know their key children well and use their knowledge to contribute to planning. This ensures activities can be adapted and extended to suit the different levels of skills and understanding of the children.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested, excited and motivated to learn. Their confidence and self esteem is built up by staff who are sensitive to their needs and know them well. Children behave well and are learning to share, take turns and be considerate to others. Opportunities for children to develop personal independence, for example selecting resources and serving themselves at snack time are excellent. Children explore other cultures and beliefs through project work, such as making Eid boxes.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children confidently speak in familiar groups and are keen to share their thoughts and ideas. The staff use puppets and props to further enhance the children's enjoyment of books and stories. Children have good opportunities to develop their eye hand co-ordination, such as threading beads and frequent opportunities to practice their early writing skills. Most children can recognise their own name card and older children can write their names using generally correctly formed letters.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are learning to count and understand numbers through a wide range of practical experiences. They confidently count when joining in with number rhymes and songs. Their understanding of numbers is further reinforced as they take part in routine tasks such as working out how many children are present. Children have frequent opportunities to name and recognize basic shapes and colours and solve problems of shape and size as they complete puzzles and build using construction kits.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Well planned activities help children learn about the world they live in. They look at different types of housing, discover how plants grow from seeds and explore life cycles by watching tadpoles change into frogs. Children have frequent opportunities to design and build using a variety of resources such as sand, recyclable materials and construction kits. They explore information and communication technology through using the computer, telephones and programmable toys.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
------------	-----------

Children are learning to move confidently, safely and with increasing control. They have access to a wide range of large equipment, climbing frames, balls, goals and the parachute and use small equipment with increasing confidence, such as scissors and pencils. Children learn about the positive benefits of being healthy through daily routines, washing hands before eating. They also learn about the benefits of being active, for example jumping makes your heart beat faster and legs strong.

CREATIVE DEVELOPMENT

Judgement:	Very Good
------------	-----------

Children have frequent opportunities to use their imagination and be creative. They express themselves well when drawing, painting to music and using collage materials. Children confidently explore the different sights, smells and textures of chalk, dough and glue. They enjoy acting out different roles and events, such as feeding 'babies' play dough 'sausages'. Children enthusiastically sing, move to music and play their musical instruments during rehearsals for their end of term concert.

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 the following:
- further increase opportunities for children to find out about and use everyday information and communication technology

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.