



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 251572

DfES Number: 548053

### INSPECTION DETAILS

Inspection Date 05/10/2004  
Inspector Name Jean Goodrick

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Methodist Church Playgroup  
Setting Address Church Hall  
Camps Road  
Haverhill  
Suffolk  
CB9 8HF

### REGISTERED PROVIDER DETAILS

Name The Committee of Methodist Church Playgroup 251572

### ORGANISATION DETAILS

Name Methodist Church Playgroup  
Address Church Hall  
Camps Road  
Haverhill  
Suffolk  
CB9 8HF

## 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

The Methodist Church Pre-School is a long-established pre-school. It operates from the Methodist Church hall in Haverhill. The hall can be divided into two separate rooms with folding partitions and children have access to a small outdoor play area. The pre-school serves the local area.

There are currently 29 children from 2 to 5 years on roll. This includes 14 funded three-year-olds and 1 funded four-year-old. The setting supports a small number of children who have special needs or who have English as an additional language.

The group opens five days a week during school term times. Sessions are from 09:00 to 11.30.

Two part time and three full time staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. Two staff are currently working towards a recognised early years qualification. The setting receives support from the Early Years Development and Childcare Partnership.

### How good is the Day Care?

Methodist Church Pre-school in Haverhill provides good quality care for children.

Staff are exceptionally well qualified and experienced and open to new learning. They work well together and provide a good range of activities including physical exercise. Children are well supported individually and in small groups. Staff give a high priority to children's welfare and health and safety procedures are followed conscientiously.

Staff have warm, caring relationships with the children. They know the children well and are sensitive to their individual needs. The setting is very welcoming to children with special needs and staff are developing their skill and expertise in this field. Children are learning to respect and value difference. Staff give the children plenty of praise and encouragement for their efforts and achievements, and children generally

behave well.

Partnership with parents is very good. Parents actively participate in running the pre-school and they exchange information with staff on a regular basis. Parents give glowing reports about the care their children receive and about the attitudes and availability of staff.

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

At the last inspection it was agreed that safety procedures would be improved by having a written risk assessment of the premises. A risk assessment has been produced and staff are conscientious in carrying out inspections of the premises.

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

- Staff establish very good partnerships with parents. There are flexible arrangements during the settling in period and staff get to know families well. Parents are warmly welcomed into the pre-school and encouraged to participate on the parent rota. They speak highly of the staff and the information they receive.
- Staff are developing their skills and expertise in the area of special needs. They are active in welcoming children with special needs into the group and ensuring that they have the necessary information, staff support and equipment available.
- Staff use the large church hall effectively to provide a good range of activities. Children have plenty of space to play on the floor, sit at table top activities or use large equipment and take part in more exuberant activities as they choose.
- Staff are totally committed to the welfare of the children. They talk and listen to the children with great sensitivity and kindness so that the children feel valued and develop good self esteem.

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

- registration procedures so that times of arrival and departure are recorded.
- provision for children with English as an additional language so that children know that all languages are valued

#### **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	Ensure registration arrangements show when children staff and visitors are present

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

### How effective is the nursery education?

The provision for nursery education at the Methodist Church Pre-school is of good quality overall. Children are making generally good progress towards the early learning goals with some very good aspects.

The quality of teaching is generally good with some very good aspects. Staff are developing a good knowledge and understanding of the Foundation Stage curriculum. They provide an inviting range of activities which cover all the learning areas. Staff build good trusting relationships with the children. They ask questions which encourage children to think and extend their learning. Staff help children to understand expectations of behaviour and provide good role models. There is very good provision for children with special educational needs. Resources promote racial harmony and there is adequate provision for children with English as an additional language.

Staff are developing a system for planning and assessment based on children's progress along the stepping stones towards the early learning goals.

Leadership and management is generally good. Key personnel have a strong commitment to the improvement of the provision of nursery education. Staff are clear about their roles and responsibilities and there is good support for further professional development. There are regular committee meetings where plans are made for further development.

Partnership with parents is very good. Parents are involved in all aspects of the pre-school. They provide information about their children before they attend sessions. Parents contribute to their children's learning by taking part in the parents' rota and bringing resources for topics. They speak very highly of their children's progress at the pre-school.

### What is being done well?

- Staff provide very good opportunities for children to use a variety of equipment to develop their physical skills and co ordination. Children have access to the climbing frame, bikes and other resources for most of the session.
- Staff provide excellent support for children with special educational needs. Careful planning ensures that children with special educational needs can participate in activities and make progress in their development.
- Staff provide good role models for children. They create a quiet purposeful environment in which children are well supported in working co operatively and sharing resources.
- Children have good opportunities to explore a wide variety of textures and

materials with all their senses.

**What needs to be improved?**

- Assessment of children's progress linked to the stepping stones towards the early learning goals so that planning builds on what individual children know, understand and can do.
- Opportunities for children to explore the sounds of words and link sounds to letters.
- Opportunities for older and more able children to develop mathematical ideas and methods to solve practical problems.

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

The Methodist Church Pre-school has not had any previous nursery education inspections.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are developing good trusting relationships with adults and peers. They are interested and involved, and they are gaining confidence in trying new activities. Children concentrate for increasing periods at self chosen tasks and can play co-operatively with plenty of adult support. Children help to tidy up and serve others at snack time.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children have good opportunities to recognise their names. They use language to express their ideas, feelings and opinions, for instance, 'I don't like cauliflower', during the vegetable tasting. They attempt writing for a variety of purposes. Children have some opportunities to join in familiar stories and limited opportunities to explore letter sounds.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children have good opportunities to count up to five and beyond when they have their snack. Children count spontaneously in their play and learn to recognise different shapes, for instance, in a music and movement activity. Children have some opportunities to develop mathematical vocabulary and early calculation.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have good opportunities to construct with a variety of materials. They learn about patterns and change in the natural world in their 'autumn' topic, and have some opportunities to use everyday technology. Children have good opportunities to talk about their own lives and limited opportunities to learn about other cultures and festivals.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children have very good opportunities to handle a variety of tools and materials with increasing control. They are developing confidence in moving over, under and through the climbing and balancing equipment. Children move and stop to the music with good awareness of their own space and that of others.

## **CREATIVE DEVELOPMENT**

Judgement: Generally Good

Children have good opportunities explore different textures, for instance, rice and pasta. They enjoy playing imaginative games and express themselves with musical instruments and movement. They sing simple songs from memory and have some opportunities to listen and join in familiar stories.

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

### **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally 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: THE KEY ISSUES**

- further develop assessment and planning so that planning in all areas of learning builds on what individual children know, understand and can do.

*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.*