



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 251616

DfES Number: 548078

### INSPECTION DETAILS

Inspection Date	20/09/2004
Inspector Name	Hazel Meadows

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Rosehill Playgroup
Setting Address	St Bart's Church Hall Newton Road,(South East) Ipswich Suffolk IP3 8HQ

### REGISTERED PROVIDER DETAILS

Name	The Committee of Rosehill Playgroup
------	-------------------------------------

### ORGANISATION DETAILS

Name	Rosehill Playgroup
Address	St Bart's Church Hall Newton Road, (South East) Ipswich Suffolk IP3 8HQ

## 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

Rosehill Playgroup opened in 1970.

It operates from two rooms, with adjacent kitchen and cloakroom areas, in Saint Bartholomew's Church hall in east Ipswich. The playgroup serves the local community.

There are currently 58 children on roll. This includes 30 funded 3 and 4 year olds. Children attend for a variety of sessions. The setting supports children who have special needs or who have English as an additional language.

The group opens five mornings a week plus Monday, Wednesday and Friday afternoons, during school term times. Sessions are from 09:15 to 11:45 and 13:15 to 15:45.

Seven part time staff work with the children. Two of the staff have recognised early years qualifications to NVQ level 3.

The setting is a member of the Pre-school Learning Alliance.

### How good is the Day Care?

Rosehill Playgroup provides satisfactory care for children aged two to five years.

The playgroup is warm and welcoming for children and their parents. The group has adequate resources and staff are planning to increase and update the range and acquire more child sized furniture. Staff plan and provide a range of play activities, usually linked to a theme, to encourage children's development in all areas. However some group times and activities are not fully exploited to promote and extend the children's learning.

Staff develop good relationships with the children and are positive role models. They know the children well as individuals and are caring and attentive to them, promoting their confidence and self worth and helping new children to settle. Staff have a

positive and open attitude to diversity and welcome all children into the group.

Staff ensure the premises are kept secure and promote an awareness of health and safety issues, however improvements are required to the accident and medication records. Staff work well together as a team, although the current number of trained staff does not meet the national standards.

Staff work in partnership with the parents and form positive and trusting relationships with them. An introductory leaflet is available to parents and parents receive occasional newsletters. The group is welcoming to parents and operates a well-supported parent rota.

Most paperwork is in place, however some additions and revisions are required to the policies and procedures and staff need to raise their awareness and understanding of the national standards for sessional day care.

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

At the last inspection the group agreed to improve their registration system of children and adults, make drinking water available to children throughout the session and keep a record of significant incidents. They now operate a clear registration system, have a jug of water and beakers available to the children and have an incident book.

The group were also required to produce a child protection statement based on ACPC procedures which has been addressed and two staff attended Child Protection training in June 2004.

They agreed to develop an action plan to ensure that the person in charge is qualified to Level 3. There are currently two level 3 trained staff at the group and responsibilities are shared. However, the group does not meet the National Standard requiring at least half of the staff to hold a relevant early years qualification to at least level 2.

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

- Staff are caring and sensitive towards the children and get to know them well as individuals. Their attentive manner encourages children to settle and gain confidence within the setting. Staff have a positive attitude and approach to diversity and all children are welcomed.
- Staff plan and provide a range of activities using the resources they have. Activities are often linked to a theme, to promote and focus children's learning.
- Staff manage children's behaviour in a calm and consistent manner enabling children to become clear of the boundaries of acceptable behaviour. Positive behaviour is valued and encouraged by staff.
- Staff build positive and trusting relationships with the parents. Parents indicate that staff are friendly and approachable. An introductory leaflet is

offered to parents.

#### What needs to be improved?

- staff knowledge and understanding of the national standards for sessional day care
- the number of staff with a recognised early years qualification/level of training
- written parental consent and recording of the administration of medication
- the amount of detail recorded and confidentiality of entries in the accident record book
- the complaints procedure to identify the regulators contact details
- resources which reflect positive images of diversity
- policies and procedures to be updated as required.

#### 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
2	develop and implement an action plan detailing how at least half of all childcare staff will hold a level 2 qualification in childcare	19/11/2004
7	obtain written permission from parents before administering medication to children	19/11/2004
7	keep a written record, signed by parents, of medicines given to children	19/11/2004
7	ensure that sufficient detail is entered in each accident record and that individual entries are kept confidential	19/11/2004
12	ensure the complaints procedure contains the name,	19/11/2004

	address and telephone number of the regulator	
--	---	--

The Registered Person should have regard to the following recommendations by the time of the next inspection	
Std	Recommendation
1	increase staff knowledge and understanding of the National Standards for Sessional Day Care
9	develop resources which reflect positive images of diversity
14	ensure policies and procedures are updated as required

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

### How effective is the nursery education?

Rosehill Playgroup offers good quality provision which helps children to make generally good progress towards the early learning goals.

The quality of teaching is generally good. Staff provide a broad of activities although there are many missed opportunities to extend the children's learning. Staff are developing their knowledge of the Foundation Stage and beginning to use this to plan the activities, which usually follow a weekly topic. Adult led activities are not consistently planned and evaluated. Assessment records of the children's progress are kept and need to be used to effectively evaluate the next step in a child's learning. Staff acknowledge that they require more training around the Foundation Stage.

Staff develop trusting relationships with the children and are good role models. They are calm and consistent in their approach, which is conducive to children's positive behaviour. They promote confidence, independence and consideration for others with the children.

Leadership and management is generally good. The pre-school is committee run although only a few parents are actively involved in the running of the group. The staff work well as a team and are committed to the group. There is a commitment to the ongoing improvement of the pre-school however this needs to be supported by an increase in staff training.

Partnership with parents is generally good. Parents are given information about the setting via an initial information pack, newsletters and verbally by the staff. Parents can ask about their child's progress and can request to see their child's assessment record at any time.

### What is being done well?

- Children are becoming confident, sociable and independent. Most separate from their main carer with assurance and are developing competence with personal care such as hand washing and toileting.
- Children are becoming confident communicators and are extending their vocabulary. They initiate conversations with familiar adults and their peers. They are developing good investigative and observation skills using all their senses.
- Staff plan and provide an interesting range activities, making good use of the resources they have. Children have opportunity to engage in a variety of experiences.
- Staff are calm, consistent and caring in their approach with the children which is conducive to children's positive behaviour.

<b>What needs to be improved?</b>
<ul style="list-style-type: none"> <li>● planning to fully exploit learning opportunities</li> <li>● planning and evaluation of adult led activities</li> <li>● use of assessment to inform planning for next steps in child's learning</li> <li>● opportunities for children to write for a purpose, recognise their names and to recognise that text has meaning</li> <li>● opportunities to promote children's understanding of numbers and counting, simple calculation and problem solving and simple patterns/sequencing.</li> </ul>

<b>What has improved since the last inspection?</b>
Not applicable

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are increasing in confidence and forming positive relationships with staff and each other. They are learning to share and wait their turn eg board games. They are interested in, and freely access the activities available, although they often wait to be shown what to do at the craft table. Children are well behaved and are developing self discipline as well as doing as they are told eg washing their hands

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Some children are confident to approach familiar adults to initiate conversation eg child with postcard and stone. They are beginning to recognise their names but there is limited reference to names, sounds and letters. Children use the writing table however opportunities for them to write for a purpose in their play are limited. Children handle books well and enjoy 1-2-1 story times and group stories, however they rarely independently access the book area.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Some children can count to five with adult support, however there are many missed opportunities for counting through play eg the paper stepping stones were not counted or used to support number recognition. There is some limited use of mathematical language such as bigger, smaller and some reference to shapes although activities are not expanded to extend and involve the children. Opportunities to make simple calculations/comparisons during the children's play or at snack time are often missed.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have opportunities to explore and investigate using all their senses through range of hands-on experiences eg listening to tapes, growing seeds. Children enjoy construction with adult support. Children competently operate the phone, microwave and calculator in the role play area, however technology to further challenge the children is limited. Children are developing an awareness of their own and others communities although group discussion/discovery times are limited.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children handle small tools, construction, malleable materials, threading and pencils with increasing skill and control and are developing good hand-eye coordination. They are aware of their own needs and independent with handwashing and personal care. Staff provide larger equipment such as slide, ride on toys indoors, however this does not always provide sufficient challenge for more able children or offer sufficient opportunities for them to practice/repeat skills eg throwing/catching.



CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children have opportunities to explore a broad range of colours and textures eg sponge printing, sticking with pasta, feathers, lentils however most activities are adult initiated. Children use their imagination in the role play area, eg having a meal together. They have regular access to musical instruments but there is no discussion or exploration of sound and rhythm with the children.	
<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>	

## 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

- Develop plans to ensure they are useful and purposeful. They need to clearly identify learning intention and indicate how this will be achieved (not just what toys will be out) to ensure learning opportunities are fully exploited.
- Ensure adult led activities are sufficiently planned and evaluated to extend children's learning and provide sufficient challenge for more able children. Utilise assessment to inform planning the next steps in a child's learning.
- Increase opportunities for children to write for a purpose, recognise their names and to recognise that text has meaning.
- Develop and fully utilise opportunities to promote children's understanding of numbers and counting, simple calculation and problem solving and simple patterns/sequencing.

*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.*