



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 251518

DfES Number: 520355

INSPECTION DETAILS

Inspection Date 08/12/2004
Inspector Name Deborah Kerry

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Holbrook & District Pre-school Playgroup
Setting Address Holbrook Primary School
The Street, Holbrook
Ipswich
Suffolk
IP9 2PZ

REGISTERED PROVIDER DETAILS

Name The Committee of Holbrook & District Pre-School Playgroup
1019944

ORGANISATION DETAILS

Name Holbrook & District Pre-School Playgroup
Address Holbrook Primary School
The Street, Holbrook
Ipswich
Suffolk
IP9 2PZ

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

Holbrook and District Pre-School Playgroup was set up 37 years ago. It occupies its own premises in the grounds of Holbrook Primary School. It is registered to care for up to 20 children aged two to five years. The children are drawn from the local community. The playgroup opens for five mornings a week during term time. Two of these sessions are for rising fives only. There is also a lunch club where children can stay for an extended session from 11:45 to 13:15, this is only for children aged three and over.

The playgroup uses a large playroom with access to a kitchen area and toilet facilities.

There is also an entrance hall. From the playroom there is direct access to an enclosed outdoor play area. The playgroup is also able to use the primary school's playing fields and adventure play equipment.

There are currently 30 children on the register, none of whom have been identified as having special educational needs. None of the children speak English as an additional language. The playgroup employs a supervisor and deputy who are both qualified to level three. Three play assistants are also employed, plus one relief staff member.

The playgroup is registered to accept government funding for three and four year olds.

How good is the Day Care?

Holbrook and District Pre-school Playgroup provide good quality care for children.

Most of the staff have attended training, three are qualified to a level 3 and one at level 2. There is a high staff ratio, the room is set out into different areas of development. Children are provided with a variety of activities and resources that encourages their independence and helps them make progress with their

development. All policies and procedures are regularly reviewed and updated.

Staff have a good understanding of safety and three staff have attended training on child protection so would know what to do if they have concerns. Children have access to a wide range of resources and activities that cover a variety of themes and topics.

The separate sessions for the different age groups of children allow staff to support the children, they get down to their level and use effective questioning techniques which enables them to progress in their development. Children are given positive praise and consistent guideline stickers are used for positive behaviour and the staff are good role models and they have a calm and consistent approach to behaviour management which enables children to behave well.

Parents are kept informed of the themes and activities going on in playgroup and are invited to help on the parents rota and join the committee. The children's progress records are sent home each half term and parents can add to these.

What has improved since the last inspection?

Since the last inspection the group have developed an operational plan on all policies that is available to parents and all children are signed in the setting by their parents which is an effective registration record. They have developed a policy for sick children and administering medication, parental permission is sought before giving children any medication, a record kept and permission is now in place if there is a need to seek emergency medical advice or treatment, which keeps parents informed about their child's health. Drinking water is available at all times so children can help themselves whenever they get thirsty. Staff have sought advice and training on equal opportunities and special needs which helps staff to include all children and to meet their individual needs. There is a separate confidential record of all incidents kept which helps to keep children safe. A written complaints policy is now available to parents which includes contact details for Ofsted, so if a parent has a complaint they know whom to contact.

What is being done well?

- Children are given a warning before tidy up time, they are valued and listened to by the staff. There are a range of planned activities that provide different learning opportunities that helps to promote the children's development.
- Staff have a calm, consistent approach to behaviour management, children are given positive praise and are encouraged to share, take turns, stickers and stamps are used for children's positive behaviour which encourages them conform to the groups rules.
- There are good relationships with parents, they are welcomed into the setting and are invited to join the committee, help on the rota and their children's records are sent home each half term and parents can add to these which helps to keep them informed of their children's progress.

What needs to be improved?

- staff deployment;
- induction procedures.

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.)

Since 1 april 2004 Ofsted has not received any complaints about this provider.

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 that staff are deployed effectively within the setting
2	develop clear induction procedures for all new staff so that they are aware of all procedures and are clear of their responsibilities.

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 Holbrook and District Pre-school is generally good it enables children to make generally good progress toward the early learning goals in all six areas of learning.

The quality of teaching is generally good. The staff are excellent role models for the children and encourage them to conform to the group's rules, so children know what is expected of them. Planning covers the six areas of learning but needs to be clearly linked to the early learning goals and stepping stones. The adult focussed activity needs to have clear learning intentions, to be adapted for the more able child and to be evaluated for future learning. The activities provided enables children to progress in their development and regular assessments allow staff to know where children are in their learning so this can be used when planning children's next step although this is not included on children's records. All staff have in put into the planning of the curriculum and staff have good questioning techniques which helps children to develop their thinking and vocabulary.

Leadership and management is generally good. The staff work well as a team and have weekly meetings to discuss children's progress and planning. They are supported by a committee and have clear aims for children's learning, however the adult focused activity needs be adapted for the more able child and evaluated, then used when planning children's next step.

Partnership with parents is generally good. Parents are given good information on the activities of each session. They are invited join the committee and fund raise for the group, they take turns to help at a session on a rota basis. Children's progress records are sent home each half term so they can add to them, this also keeps parents informed of their child's progress.

What is being done well?

- Staff work well as a team and planning is shared and completed regularly, their knowledge and understanding on all areas of children's learning is developed by attending training.
- Children are developing their confidence and self esteem by being encouraged to speak in front of the group at "show and tell" and are able to share and take turns when playing games. Children understand the rules of the group, form good relationships and are developing an understanding of other cultures and beliefs through topic work
- Children's communication and language is developing through discussions on topic work, they learn how to use books, know that print carries meaning and are encouraged to talk in front of the group and to listen to others.

What needs to be improved?

- planning clearly linked to early learning goals and the stepping stones;
- adult focussed activity needs to include clear learning intentions, differentiation and to be evaluated;
- children's records to show the next step.

What has improved since the last inspection?

The progress since the last inspection has been generally good.

The group now use the "step by step" format for recording children's progress, these are more informative and clearly linked to the stepping stones and early learning goals and are easy to record children's progress on, this extends the record keeping and helps it to be manageable as well.

The group have separate sessions for the more able child twice a week, meetings for planning are held each term and there are weekly meetings on how to include activities, to discuss children's progress and for short term planning, this is also being developed and the children's assessment records have changed so plans can be closely linked to what the four year olds can already do.

Daily plans show physical activities are included at every session, children have access to the school's adventure playground and additional equipment has been purchased, all helping to extend the physical skills of the four year olds that attend.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are free to choose what activities they want to do from the range available and can persevere and work at their own pace, they form good relationships with adults and other children in the group, chatting freely as they play and talk about their homes and families. Children know the rules of the group, as these are discussed and are applied in a calm and consistent manner, they are encouraged to say please and thank you, staff give positive praise, clear explanations are given.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are able to talk and discuss the activity in hand when playing or acting out in the role-play area, they enjoy listening to and joining in with stories read to them, they look at books alone in the book corner, they are able to recognise their own name place mats at snack time and are encouraged to write their own names on their work with support from staff to form the letters correctly. Staff sound out the initial letters, of children's names, which are then linked to their names.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children can count up to 10 and match to the numerals on a card when outside in the garden as they "park" their wheeled toys. They learn about calculating through singing songs "5 Christmas puddings" and at snack time to see if there are sufficient plates and the amount of snack for the number of children at each table. Children can match and compare size and shape through completing puzzles and when using cutters to cut out shapes with play dough.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children use a variety of resources to build and design using Duplo and for collage, they access computers, tape recorders and use magnifying glasses to investigate leaves. Children learn about time when discussing holidays they have been on or are going on, they talk about significant events in their lives and about their families and learn about other cultures through topics about how other countries celebrate Christmas and through some world festivals.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children use a range of large equipment, they can move, change direction, stop and manoeuvre around others, when using bikes and ride on toys outside, which also develops their awareness of others. They understand basic hygiene routines like washing their hands and help to clear the tables before snack and are aware of their own needs at snack time when they ask for more milk and that eating healthy foods is good for their teeth. Hand eye co-ordination is developed as they draw, cut and paint.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children have access to a variety of different materials both natural and man-made as they explore colour, texture and form in their art and craft work. They sing songs and rhymes from memory, they explore sounds as they play musical instruments to match the tune of the songs they practise. Children are able to try a variety of different foods at snack time and develop their imagination in the role-play area and with a variety of small world resources.

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

- develop the planning so that it is clearly linked to the early learning goals or stepping stones;
- ensure that the adult focussed activity has clear learning intentions, includes differentiation for the more able child and is evaluated for future learning;
- develop children's records to include the next steps for learning.

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.