



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 132368

DfES Number: 522258

INSPECTION DETAILS

Inspection Date	05/01/2004
Inspector Name	Moreen Johnson

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	St Edmunds PG
Setting Address	St Edmunds Church 464 Katherine Rd Forest Gate E7

REGISTERED PROVIDER DETAILS

Name	The Committee of St Edmunds Playgroup
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ORGANISATION DETAILS

Name	St Edmunds Playgroup
Address	464 Katherine Rd Forest Gate E7

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

St Edmunds Pre-School opened in 1992. It operates from two rooms, kitchen, toilets, office and staff room on the first floor of St Edmunds Church, which is situated off Romford Road within a short walking distance of the local schools. The group serves the surrounding areas.

There are currently 15 children from 3 to 4 years on roll. This includes 23 funded 3-year-olds and 1 funded 4-year-old. Children attend for a variety of sessions. The setting currently supports a child who has special needs. Most children attending speak English as an additional language.

The pre-school opens 5 days a week from 09:15 to 15:00, for 38 weeks of the year.

There are 7 staff working with the children, all of whom have an early years qualification ranging from the PLA to Cache.

The group receives support from the Early Years Partnership, the local Pre-School Alliance and Sure Start.

How good is the Day Care?

St Edmunds Extended Day Playgroup provides satisfactory care for children. All staff have relevant childcare qualifications. Staff work well together as a team and ensure that the space is used effectively to meet children's needs. The premises are clean and well maintained and most resources are accessible to children. Some need re-organising to make them easily accessible to children. Most policies and procedures are in place, some need to be devised and more attention needs to be paid to updating some records.

The premises are safe and secure. Areas of health does not meet with requirements, staff need to be aware of all the appropriate agencies to notify in regards to health issues. Staff have good relationships with children and meet their individual needs well. Staff need to extend their knowledge and understanding of

child protection procedures.

The group provide a wide range of activities that are appropriate for the children's stage of development. Management of children's behaviour is good and as a result children were well behaved and related appropriately to each other.

Staff have a professional relationship with parents, there is a good daily exchange of information about children's development, but there needs to be a formal system for sharing information with parents about their children's development.

What has improved since the last inspection?

Not applicable

What is being done well?

- Children are provided with a wide range of stimulating resources and activities to promote all areas of learning.
- Staff interacted well with children and were responsive to their needs and as a result children behaved well.
- Staff have good relationships with parents.

What needs to be improved?

- knowledge and responsibility regarding notification of serious injuries, death and infectious communicable diseases.
- knowledge and understanding to put child protection procedures into practice.
- the maintenance of details of written documentation of the daily attendance register.
- system for recording medication administered to children and written consent from parents before administering medication to children.

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
7	develop knowledge and understanding of the responsibility for notifying Ofsted of serious injuries, death and infectious, communicable diseases and keep records of medicines administered to children.	16/02/2004

The Registered Person should have regard to the following recommendations by the time of the next inspection	
Std	Recommendation
5	ensure that all resources are easily accessible to children.
13	develop knowledge and understanding of child protection procedures.

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

How effective is the nursery education?

St Edmunds Playgroup provides generally good care to children, which helps them to make very good progress in most of the six areas of learning and generally good progress in knowledge and understanding of the world and physical development.

The quality of teaching is generally good with some very good aspects. Staff have a good understanding of the early learning goals and use this knowledge to plan an effective curriculum. Staff do not provide sufficient opportunities for children to share their experiences and for more able children to develop their physical skills. There are opportunities for children to initiate their play and to be taught individually or in small groups. Observations of children do not state the learning intention or the next stage of children's learning. Assessments do not clearly identify children's progress towards the early learning goals. Observations and assessments are not used to inform planning.

The leadership and management is generally good. The management structure promotes staff training and development. The manager works to support staff to ensure consistency of good practice throughout the team. Staff are committed to furthering their professional development and continue to evaluate their working practices. The manager needs to address the issues relating to observation, assessment and planning.

Partnership with parents and carers is generally good with some very good aspects. The group provides parents with good written information about the setting. Parents have opportunities to exchange information on a daily basis about their children's development. Parents are welcomed into the group and are involved in activities. There are no formal systems in place to provide parents with information about their children's attainment and progress towards the early learning goals.

What is being done well?

- Staff understand the early learning goals and create a stimulating environment in which children learn through a wide range of practical activities
- Relationships between staff, children and their parents are good, which helps to develop children's confidence and independence.
- Children are happy and well behaved.

What needs to be improved?

- system for observation and assessment to ensure that they inform planning.
- opportunities for children to talk about their experiences.

- opportunities for more able children to use a range of equipment to develop their whole body movement.

What has improved since the last inspection?
N/A

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children make very good progress in personal, social and emotional development. Children's confidence and self-esteem is built up by staff. Children are learning to make good relationships with their peers and staff. They co-operate with others and learn to recognise right and wrong. They choose between activities and select resources themselves. They concentrate well, complete tasks and behave well.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children make very good progress in communication, language and literacy. Children speak confidently to staff and their peers. They are able to recognise sounds and letters and words. They listen to stories and enjoy reading books. Children are developing good writing skills and are able to recognise their names and are encouraged to use writing for a variety of purposes.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children make very good progress in mathematical development. Children are learning to count to 10 and beyond and to recognise shapes and patterns. Their understanding is reinforced through structured group activities. They are developing a good understanding of subtracting and are supported in beginning to understand addition. They understand how to use appropriate language to describe size.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children make generally good progress in knowledge and understanding of the world. They are given good opportunities to explore and investigate the natural world. They are introduced to a wide range of cultures through the celebration of festivals. They have opportunity to build with a range of construction equipment. There are few opportunities for children to talk about their experiences.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children make generally good progress in physical development. They move around with confidence, imaginatively and safely. Children are developing an understanding of how to look after their bodies and about the need to be healthy. Most children have good opportunities to use a range of large and small equipment to develop their whole body movement, however more able children are not always encouraged to use a range of equipment.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children make generally good progress in creative development. Children have access to a range of activities to explore textures, colour, shapes. Staff encourage children to respond to what they touch and feel. Children enjoy singing familiar songs and rhymes and are given good opportunities to use musical instruments. There are few opportunities for children to engage in role playing.	
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

- improve systems for observations and assessments to clearly identify learning intention and children's progress towards the early learning goals and use this to inform planning.

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.