



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 118591

DfES Number: 584828

### INSPECTION DETAILS

Inspection Date 04/10/2004  
Inspector Name Toni Hanson

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Wingletye Playgroup 2  
Setting Address Fairkytes Centre  
Billet Lane  
Hornchurch  
Essex  
RM11 1AX

### 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 2 Playgroup opened in 1996. It operates from the Fairkytes Arts Centre, where the group has use of rooms in the annexe and an outside play area. The playgroup serves the local area and is part of Wingle-tye Pre School Ltd. There is a close working partnership with Wingle-tye Playgroup (situated in Nelmes school in Wingletye Lane).

There are currently 45 children from 2 and a half to 4 years on roll. This includes 23 funded 3 year olds and 2 funded four year olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs and who speak English as an additional language.

The group opens four days a week during term time. Morning sessions are from 09:30 to 12:00 on Monday, Tuesday and Friday's. Afternoon sessions are from 13:00 to 15:30 on Monday, Tuesday, Wednesday and Friday's.

Nine staff work with the children. Most staff have an early years qualifications to NVQ level II or III. Three staff are currently working towards a recognised early years qualification. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership (EYDCP).

### How good is the Day Care?

Wingletye Playgroup 2 provides good care for children.

The setting's operational plan works well. Good policies and procedures are in place which the staff team work to at all times. Staff are deployed effectively, clear about their roles and responsibilities and work well together to ensure the smooth running of the session. The appraisal system is used to ensure staff have frequent opportunities to further develop their knowledge and skills through training.

Children's safety is a priority, staff are vigilant about ensuring all areas of the premises are safe and suitable and children are well supervised. Most areas for

promoting children's health meet standards. Staff have a sound understanding of their responsibilities towards the children in their care and the procedures they must follow if there is a child protection concern. Children have access to a wide range of healthy, nutritious snacks and drinks during the session.

An appropriate range of resources and activities are provided, that meet children's overall developmental needs. All staff have warm, positive relationships with children and a very good understanding of each child as an individual. There are excellent systems in place to support children with additional needs. The staff team work closely with parents and outside agencies to promote children's development and progress. Staff have attended a wide range of relevant training courses, including smaller steps and sign language training. Positive, consistent strategies are used to manage children's behaviour.

Partnership with parents is very good. Parents are provided with clear information about the setting and regular newsletters and notices to encourage their involvement with their child's learning and care. The well established key worker system ensures parents are kept up to date with their child's progress. All of the required documentation is in place, up to date and well organised.

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

At the last inspection the setting agreed to ensure the appropriate vetting procedure for staff is followed, make electric sockets in areas accessible to children safe, conduct a risk assessment on the premises identifying actions to be taken to minimize identified risks in the large hall, ensure protruding ends of the dance barre are safe and review their child protection policy.

Vetting procedures for new and existing staff have been reviewed and updated. All staff have now completed the required documentation and undertaken the appropriate checks.

Safety within the setting has improved. A risk assessment/safety check of the premises is undertaken each day before the children arrive. Staff ensure electric sockets are appropriately covered and the dance barre is removed and stored safely. A daily checklist is used to record that all areas are safe and suitable.

Documentation has also improved, child protection procedures have been reviewed and updated to ensure they comply with local Area Child Protection Committee (ACPC) procedures. Staff have clear, appropriate guidance to follow if they have child protection concerns about a child.

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

- Settling in procedures work well. Children's key workers work closely with parents to ensure each child is settled gradually at their own pace. This helps to ensure the new experience of attending playgroup is a happy and positive one.

- Children's safety is a high priority. There are good procedures in place to ensure all areas of the premises are safe and suitable and staff supervise children appropriately.
- Staff interaction with children is very good. All staff are positive role models, speak respectfully to children and use praise and encouragement frequently to re-enforce good behaviour.
- Partnership with parents is good. The setting organises a gradual settling in process for new children, provides parents with regular newsletters and the well established key worker system ensures parents are kept up to date with their children's achievements and progress. Parents say that staff are friendly, caring and children receive lots of individual attention.

**An aspect of outstanding practice:**

The setting is strongly committed to promoting inclusion for all children. Their special educational needs co-ordinator (SENCO) and staff team work closely with parents and outside agencies to ensure all children have every opportunity to enjoy learning, make progress and have fun.

**What needs to be improved?**

- hygiene arrangements, regarding hand washing facilities for children taking part in art and craft activities.

**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	Ensure good hygiene practices are in place regarding hand washing facilities for children taking part in art and craft activities.

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

### How effective is the nursery education?

Wingletye Playgroup 2 provides good quality provision where children are making generally good progress towards the early learning goals. Provision for their personal, social and emotional development, mathematical and physical development are particularly well planned and they make very good progress in these areas.

The quality of teaching is generally good. Most staff have a sound understanding of how three and four year old learn, the stepping stones and early learning goals, although resources are not always used to their full potential to aid children's development. Staff are good role models, manage children's behaviour sensitively and consistently, helping to build their self confidence and social skills. Support for children with special educational needs is excellent. Staff work closely with parents and other professionals to ensure all children are included in activities and receive any additional support they need to enjoy learning and make progress.

Leadership and management are generally good. Staff are clear about their roles and responsibilities and work well together to ensure the sessions run smoothly. There is a strong commitment to ongoing staff development and improving care practices and the nursery education. However, reviewing systems do not always accurately identify how well resources are being used by children or whether the number of children present during adult-led large-group activities meet the needs of everyone well.

Partnership with parents is very good. The keyworker system ensures parents can spend time talking informally to staff about their children and they attend a parents day each term to discuss their child's achievements and progress. Parents can access children's records at any time. The parents notice board and regular newsletters give information about planned topics, events and activities parents can provide at home to support their child's learning.

### What is being done well?

- Children's personal independence and self esteem is fostered well. They have frequent opportunities to make choices, resources and equipment are accessible so children can find what they need and daily routines give children opportunities to take responsibilities, such as choosing the song at group time.
- Opportunities for children to explore mathematical concepts through practical activities and daily routines are very good.
- Children's communication skills are fostered well. They confidently speak in familiar groups and are keen to share their thoughts and ideas with others. Children are learning to communicate in a variety of ways including using a

specialised picture card system and sign language.

- The setting is strongly committed to inclusion for all children. Staff find out all they can about children's specific needs, purchase any necessary equipment and attended relevant training. They work closely with parents and outside agencies to ensure children with special educational needs gain as much as possible from activities and receive the support they need to learn and make progress.

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

- The planning of resources provided in the role play area.
- Opportunities for children to express themselves creatively through art.
- Opportunities for children to find out about and use everyday information and communication technology.

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

N/A. This is the setting's first S122 nursery education inspection.

## 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 good. Children explore their community as they use sign language when joining in with nursery rhymes.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Staff skilfully plan and provide activities to support and extend children's language development both verbally, using signing and a picture card system. Children competently handle books and enjoy listening to stories, although at group time not all children can see and enjoy the book. Each child is making their own storybook, all about Brown Bear! Children have some opportunities to develop their early writing skills as they thread beads and draw, this needs to be extended within the setting.

### 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 if there are enough cups at snack time. 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: Generally Good

Children learn about the natural world as they talk about the weather each day and collect leaves, acorns and conkers for their autumn display. Children have frequent opportunities to design and build using a variety of resources such as sand, recyclable materials and construction kits. They experiment to see who can launch the foam rocket the furthest. However, there are too few opportunities for children to explore everyday information and communication technology through play.

### **PHYSICAL DEVELOPMENT**

Judgement: Very Good

Children enjoy playing outdoors where they jump and run through crunchy autumn leaves. They develop a good sense of space as they use the giant parachute and learn to manoeuvre trikes and dolls buggies. Children use a wide range of small equipment with increasing control such as scissors, pencils and dough cutters. They understand that being active makes them feel hot and thirsty and learn about keeping healthy through daily routines, such as hand washing before eating.

### **CREATIVE DEVELOPMENT**

Judgement: Generally Good

Children join in enthusiastically with songs and rhymes and have regular access to musical instruments. They enjoy exploring the different textures of dough and bright, blue gloop! Children use their imagination well as they 'gel' their hair in the 'hairdressers', however, role play activities are not always sufficiently resourced to sustain the children's interest. Also art activities are often adult directed and this limits opportunities for children to express their own thoughts and ideas.

**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 the use of resources to promote children's creativity through role play
- strengthen the programme for creative development, ensuring children taking part in art and craft activities are able to use their imagination and express their own ideas and feelings
- 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.*