



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 251404

DfES Number: 522279

INSPECTION DETAILS

Inspection Date	24/03/2004
Inspector Name	Susan Christine McGuire

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Badingham Play School
Setting Address	Low Street Badingham Woodbridge Suffolk IP13 8JS

REGISTERED PROVIDER DETAILS

Name	The Committee of Badingham Play School 1036342
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ORGANISATION DETAILS

Name	Badingham Play School
Address	Low Street, Badingham Woodbridge Suffolk IP13 8JS

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

Badingham Pre-school opened in 1973. It operates from the village hall in the centre of Badingham and serves Badingham and surrounding villages.

There are currently 20 children from 2 to 5 years on roll. This includes 7 funded 3 year olds and 5 funded 4 year olds. Children attend for a variety of sessions. The setting does not currently have any children with special needs in attendance or any who speak English as an additional language.

The group opens 3 days a week during school term times. Sessions are from 09:30 until 12:00, with a lunch club provided from 12:00 until 13:00.

Three full-time staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. One member of staff is currently working towards a recognised early years qualification. The setting receives support from a teacher/mentor from the Early Years Development and Child Care partnership (EYDCP).

How good is the Day Care?

Badingham Pre-School provides satisfactory care for children.

The staff work well as a team, daily preparing the premises to create a safe and welcoming environment for children and their carers. They are committed to on-going training to keep their skills updated. Documentation is generally well-written and clearly explains the organisation of the setting. However, the procedure for recording incidents requires some improvement, as this is currently recorded within the accident records.

Appropriate routines are followed to help children play safely both indoors and outdoors, and staff have a sound awareness of child protection procedures. Children are encouraged to manage their personal hygiene and self-care. However, the practice of using shared water for handwashing could potentially cause

cross-infection and does not give children a clear message about good hygiene. Snacks are varied, and are healthy and nutritious in content.

The activities set out for the children are developmentally appropriate, but do not provide much variety over the week. Children have limited opportunities to self-select activities or resources, which would further develop the independence staff encourage in other ways. It could also prevent the boredom which leads to some unacceptable behaviour.

Planned activities are adapted well to include the younger, less able children in the group, and good resources are provided to enable children to learn about equality in their play. The SENCO shows enthusiasm for her role in helping children who have special needs.

Partnership with parents is good. They are provided with clear information about the session and are kept well-informed about their children through daily, informal discussions and regular opportunities to share records.

What has improved since the last inspection?

At the last inspection the group agreed to improve documentation by ensuring parents were made aware of incident records; by including contact details of Ofsted in the complaints policy and by including a procedure to be followed in the event of an allegation being made against a member of staff in the child protection policy.

These amendments have been made and the new policies are available to parents.

There was also an agreement to improve procedures regarding staff suitability by ensuring that vetting procedures were carried out and by developing an action plan to ensure that staff qualifications met requirements. Again, these issues have been addressed and staff have the relevant clearances and qualifications to work with children.

Improvements regarding the safety of the children whilst on the premises were also agreed. Fire drills are now carried out regularly, the fitting of safety barriers prevents children from accessing the storage cupboards, and an adequate temperature is maintained in the hall.

Finally, improvements regarding practice were agreed and have been made. The balance of adult-led and free-play activities meets the needs of the children and staff use their observations of the children to plan the next steps for their play and learning. The requirement to handle behaviour consistently and appropriately still requires some development.

What is being done well?

- Relationships within the group are very good. Staff work well as a team putting effort into fostering good relationships with the children and their carers.

- Children are provided with a wide variety of healthy snacks in the session. Snack time is also used well to support topic-work e.g. an ugly-fruit was tasted during exploration of the letter 'u'.
- Very good resources are provided which present positive images of the multi-cultural nature of society, so children can learn about equality through their play.
- The day-to-day running of the group is underpinned by organised, clearly-written policies and procedures, which are easily accessible for parents.

What needs to be improved?

- children's independence skills with regard to self-selection of resources and activities
- procedures for hand washing, so that the risk of the spread of infection is minimised
- behaviour management, so that children have clear boundaries and expectations of what is acceptable, and so that recorded incidents are used to develop strategies to improve recurring problems.

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 should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
3	Further develop children's independence skills by providing opportunities for them to select resources for themselves within sessions.
7	Improve handwashing procedures so that the risk of the spread of infection is minimised.
11	Improve behaviour management by giving children clear boundaries and expectation of what is acceptable and by developing the system for

	recording incidents involving behaviour problems so that a strategy for dealing with these can be implemented.
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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 Badingham Pre-School is good. It enables children to make generally good progress in all areas of learning except creative development, where there are significant weaknesses.

The quality of teaching is generally good. Staff build strong relationships with the children and know them well. Staff show a sound understanding of the Foundation Stage, and ask open-ended questions to extend learning e.g. discussing the animals in the small-world 'ark' activity. Planning is effective, but does not always identify planned or potential learning intentions of activities. Assessment is not being used effectively to plan the next steps of learning for individual children. The content of sessions lacks variety throughout the week and behaviour management is often inconsistent. Most children in the group also receive funded education from another setting.

Leadership and management is generally good. The staff show good team-work and are aware of their roles in sessions. They are managed well by the supervisor. The committee see their role as one of support, devolving the day-to-day running of sessions and monitoring of the children to the staff, in whom they have confidence. There is a good induction procedure for new staff and staff appraisals are planned to be introduced. Both staff and management show commitment to the improvement of the setting through their work with the advisory teacher.

Partnership with parents is very good. Parents speak highly of the setting and express confidence in the staff. They are welcomed by staff and given good written information about their role as a volunteer in the group. Staff provide them with very good information about the Foundation Stage including an explanatory video which they can borrow. They have opportunities to share in their child's learning including sharing information at registration, the book bag scheme, and contributing to topics and developmental records.

What is being done well?

- Children are very happy in the setting. They separate from their carers with ease and are confident to approach the adults in the group, with whom they have good relationships.
- Children are given many interesting experiences of their own culture and traditions as well as that of others. Families who use the setting are invited to share their knowledge and resources to support the celebration of festivals.
- Partnership with parents is excellent. They feel welcome in the setting and have a good level of involvement in their child's learning.
- Staff and management have effective relationships. Each know their roles within the setting and are committed to the care and education of the

children.

What needs to be improved?

- the development of children's imagination through role-play and art-work
- opportunities for children to develop independence in self-selection of resources and in exploring and investigating
- children's mathematical development in the area of problem-solving and exploring the concept of more and less
- children's awareness of syllables as parts of words and rhyming words
- the use of assessment to effectively inform short-term planning for individuals.

What has improved since the last inspection?

Generally good progress has been made in implementing the action plan drawn up to address the key issues identified at the last inspection.

Children show care for resources, but they still have insufficient awareness of syllables as parts of words, and this aspect of communication, language and literacy is not included in planning.

Parents now regularly contribute to assessment records by sharing details of their children's learning at home with staff.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are happy in the setting and separate from their carers with ease. They are encouraged to share and take turns and to consider others, but behaviour is not always well-managed. Children have good relationships with adults in the setting, who foster their self-esteem with appropriate praise and encouragement e.g. photographing stickle-brick constructions. Children show independence in their self-care, but have insufficient opportunity to develop this in self-selecting resources.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are using language well to describe real and imagined events and to negotiate with each other, e.g. sharing animals in the sand tray. They enjoy group stories and freely access the well-presented book area. Most children recognise and write their names unaided. A wide variety of mark-making experiences are provided both indoors and outdoors, e.g. writing table inside and chalk board outside. Rhyming words and syllables are not explored.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children count forwards and backwards with confidence, and more able children recognise numerals displayed in the room. Activities are provided which enable children to sort by shape and colour and to recreate simple patterns. Children use comparative language in play e.g. "I am taller than you" and they take part in weighing and measuring tasks e.g. cooking. Opportunities are not taken in daily routines, however, to problem-solve, predict what fits in, or explore the concept of more and less.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children enjoy junk-modelling and are free to explore methods of joining constructions. They are given experience of their own and other cultures through festivals, and are given a sense of place through topics which explore the local environment, but there are missed opportunities to create a sense of time in the daily routine. Staff provide computers and cassette-players to develop I.T. skills, but children have limited opportunities to find out how things work and what they are made of.

PHYSICAL DEVELOPMENT	
Judgement:	Generally Good
The outside play space is used well to help children develop skills in climbing, sliding, balancing and ball-catching. Indoors, children can pedal, steer, play circle-games and enjoy the parachute. Planned topic work will introduce health and body-awareness. Children are using some tools with increasing confidence e.g. pencils and scissors, but lack of free-access to a range of tools limits this area of physical development, as does the few tools provided on the playdough table.	

CREATIVE DEVELOPMENT	
Judgement:	Significant Weaknesses
Children show enthusiasm for singing and have a repertoire of remembered songs. A variety of musical instruments are available for free-play. Small world activities are freely accessed, but role-play is very prescriptive e.g. a travel-agent or other identified area, and dressing-up clothes are not available daily. Craft activities are adult-led, leaving children with little choice about the end result. Painting or collage-work is not available as a free-choice activity on a daily basis.	

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 children's independence skills by providing opportunities for them to self-select resources and activities, and to explore and investigate objects.
- Develop planning to ensure the programme for creative development encourages children to use their imagination through role-play and to express themselves using a variety of media and materials.
- Develop planning to ensure the programme for mathematics uses everyday opportunities for children to problem-solve and encourages them to develop an understanding of adding and taking away.
- Develop planning to ensure the programme for communication, language and literacy includes an exploration of rhyming words and syllables for older and more able children.
- Develop the method of recording assessment, so that it is used to effectively plan the next steps of learning for individual children.

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.