



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 254284

DfES Number: 500724

### INSPECTION DETAILS

Inspection Date	16/02/2004
Inspector Name	Jane Louise Tallent

### SETTING DETAILS

Day Care Type	Out of School Day Care, Full Day Care
Setting Name	Patchwork Childcare
Setting Address	Silver Road Norwich Norfolk NR3 4TF

### REGISTERED PROVIDER DETAILS

Name	The Committee of Patchwork Childcare 1017445
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### ORGANISATION DETAILS

Name	Patchwork Childcare
Address	Silver Road Norwich Norfolk NR3 4TF

## 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 Mary Magdalene Pre-School Playgroup is a long established group. They have recently changed their name to Patchwork Childcare. Care provided includes a breakfast and after school club, holiday play schemes and pre-school sessions. The focus of this inspection is the pre-school care. Patchwork Childcare operates from community rooms attached to the St Mary Magdalene church in Norwich, which is in Norfolk. There are currently six children who attend who are in receipt of funding, of whom three are funded three-year-olds and another three are funded four-year-olds. Children attend for a variety of sessions and most come from Norwich and the surrounding areas. There are no children attending who have special educational needs nor for whom English is an additional language. The pre-school opens each Monday to Friday, inclusive, during term times between 09:15 and 14:45. Additionally the breakfast club is available between 07:30 and 09:00, and the after school club between 15:00 and 18:00. The holiday scheme opens on Mondays to Fridays inclusive, between 07:30 and 18:00 during school holidays, except on Bank Holidays and for a week at Christmas. The group manager holds an appropriate level three childcare qualification and has a wealth of experience. She is supported by teams of qualified and experienced staff who work with the children. The staff receive support from an external advisory teacher and from their Early Years Development and Childcare Partnership.

### How good is the Day Care?

St Mary Magdalene pre-school (Patchwork Childcare) provides good care for children. Generally the policies and procedures are effective in supporting the safety and welfare of the children. Most staff are qualified and experienced in childcare and work together well in teams to cover pre-school activities as well as the collection of children and supervision of before and after school care. They are positive and friendly towards the children and create a happy and stimulating environment for them to play in.

Safety is generally prioritised and daily risk assessments are carried out to maintain the high standard of care offered. Children can choose to play in one of two indoor

rooms. Currently there is no outdoor area available, although safety measures and risk assessments have been discussed and are being implemented by staff to enable a designated area to be used.

Good quality resources are available to support children's learning. Low storage units allow children to select activities and assume some responsibility for their own personal happiness. Resources are imaginative, in good condition and appropriate for the ages and stages of development of children who attend the group. Staff are working hard to organise the storage of resources so that they are easily accessed for theme work by both staff and children.

The group manager is actively involved in the group's organisation and is a good role model for staff.

The partnership with parents and carers is also good. Parents are able to exchange information with staff on a daily basis and are encouraged to read notices and support the group with events.

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

Not applicable.

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

- Organisation is good. The staff work efficiently as teams and are good role models for the children.
- Interaction is good which has a positive impact on the children's ability to settle become confident and develop their self-esteem.
- Resources are good and imaginatively used to create a stimulating environment, where children can play safely.
- The partnership with parents and carers enables both parties to make practical contributions towards the care of their children.

#### **An aspect of outstanding practice:**

The staff's commitment, dedication and ability to transform shared premises into a stimulating nursery environment on a daily basis, where children are able to access a wide range of good quality resources covering the full curriculum and supporting their play and development.

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

- the recruitment process to ensure that staff checks are completed on all staff
- the effectiveness of the current system requiring adults to sign the accident book following accidents to their child
- risk assessment on the position of large equipment in order to identify and minimise risks

- group access to updated local Area Child Protection Committee (ACPC) procedures.

### 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
1	ensure that there are effective procedures in place for monitoring that all staff checks are completed
2	include in the operational plan some guidance regarding the number of visitors attending at any one time so that the children remain the staff's priority at all times.
7	reflect on how improvements can be made to existing practice so that parents and carers are always consistently informed of accidents, and their signatures sought, on the same day
13	develop staff's knowledge and understanding of child protection issues and ensure they have access to updated local Area Child Protection Committee (ACPC) procedures
6	conduct a risk assessment on the position of large equipment in order to identify and minimise risks

## 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 St Mary Magdalene Pre-school (Patchwork) is very good. Children are presented with stimulating activities and resources to explore freely and make very good progress in all areas of their learning.

The quality of teaching is also very good. Most staff are well qualified, experienced and committed to providing a stimulating, fun environment in which children are able to thrive and learn. They successfully balance free choice with purposeful, sustained activities.

A good structure for planning and assessments is in place. Consequently the activities are meaningful to children as individuals, enabling them to succeed and develop good self-esteem and confidence.

The leadership and management of the pre-school is also very good. The staff demonstrate a real commitment to improving the care and education of children and are supported by the group's manager and committee. Staff members regularly attend relevant workshops to update their knowledge. Staff meetings, appraisals and policy reviews also take place to monitor and evaluate the effectiveness of the provision.

The pre-school has a good partnership with parents and carers. They have devised an effective routine for sharing information and encourage parents and carers to read notices and newsletters and engage in informal conversations with staff on a daily basis. In this way both parties are able to make practical contributions towards the children's care and learning.

### What is being done well?

- The children are taught well and consequently they are learning and developing appropriate skills in all areas of the curriculum.
- Interaction is good, which enables children to feel valued. They are set realistic goals, with high expectations, and are able to enjoy their successes.
- Resources are of good quality and used imaginatively to motivate children and support learning.
- The monitoring and evaluation of the day to day running of the provision is good and positively impacts on the quality of care and education that is offered.
- The relationship with parents and carers is good and enables them to contribute towards their child's learning.

<b>What needs to be improved?</b>
<ul style="list-style-type: none"><li>● the confidence of the staff in the absence of the manager</li><li>● the evaluation of the new assessment system</li></ul>



<b>What has improved since the last inspection?</b>
<p>The pre-school has implemented the five key issues from the previous inspection and has made very good progress. Effective systems are in place to monitor the quality of teaching and the overall effectiveness of the provision. Staff are familiar with the Early Learning Goals and are able to identify learning objectives in activities in order to help children to make progress. They regularly engage children in activities that promote mathematical development as well as language, literacy and communication skills. Additionally they have begun to exchange information with parents and carers about the curriculum and their children's progress and attainments, and will continue to develop this area.</p>

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are motivated by a variety of planned activities and have learned to consider other children so that the group can work harmoniously together. Interaction is good and most children behave well. They are familiar with routines and respond positively to set boundaries. As a result the children are confident and are developing good self-esteem. They share some responsibility for their personal care and choose their drinks and snacks, wash hands, tidy up and help to dress themselves.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident speakers. They have begun to make decisions and negotiate. They enjoy stories and enthusiastically take part in group actions. Staff help children to extend their use of language by introducing activities such as rhyming games. Some children can write their names on their craft work and others have begun to ascribe meanings to the marks that they make during imaginary role play. Children select books to enjoy within small groups when sitting quietly with a member of staff.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

The children are able to count to ten unaided and further than ten during routine activities together in groups. They are helped to match colours, shapes and sizes and some children use simple addition confidently to add elephants to their line. Staff support children's learning by using mathematical language across the curriculum, during games and in imaginary role play situations. They have begun to use descriptive words well, to compare sizes when adding scoops of lentils to turn a wheel .

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Opportunities for children to explore their environment are good, with role play including 'being in the jungle'. Children show sensitivity towards each other and learn about cultures, festivals and a variety of lifestyles before recording their observations imaginatively in two and three dimensions. A computer is available with appropriate software although this group of children do not use it. They engage in simple scientific experiments with lentils, wheels and also fill bottles with water.

<b>PHYSICAL DEVELOPMENT</b>	
Judgement:	Very Good
Planned spatial awareness activities teach children to move with control and to be considerate of one another. The children are learning how to keep healthy and share responsibility for their own care, by putting on hats and coats to go outside in cold weather. Co-ordination and manipulative skills are good. Children balance, climb, and move imaginatively to music as animals. They show control of their hands and fingers when building, using pencils, chalks, paint brushes and scissors.	

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Very Good
The children use a variety of materials to communicate ideas and explore textures, colour, shape and form. These are displayed to add value to children' s work, create interest, and provide a point of reference. The children enjoy regular opportunities to sing together, play musical instruments and express themselves spontaneously during imaginary role play and in groups to taped music. Staff provide children with opportunities to paint and balance free expression with planned activities.	

<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>
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## OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- There are no significant weaknesses but consideration should be given to the following:
- develop the confidence of staff so that they remain effective at all times, including when the manager is not present
- evaluate the effectiveness of the new assessment system that is being introduced, to include parental involvement, when it is fully implemented, so that assessments continue to be relevant.

*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.*