



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 253442

DfES Number: 519274

### INSPECTION DETAILS

Inspection Date	09/10/2004
Inspector Name	Christine Hands

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Rosebery Avenue Community Playgroup
Setting Address	Boston West Children's Centre Sussex Avenue Boston Lincs PE21 7QG

### REGISTERED PROVIDER DETAILS

Name	The Committee of Rosebery Avenue Community Playgroup Committee 1039464
------	---

### ORGANISATION DETAILS

Name	Rosebery Avenue Community Playgroup Committee
Address	Boston West Children's Centre Sussex Avenue Boston Lincs

## 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

Roseberry Avenue Community Playgroup was established in 1979 and has been in its present premises for three years. The playgroup operates from a single storey building close to Boston town centre. It is within walking distance of all local amenities.

The playgroup have the use of a large play room and a smaller adjacent room, kitchen, toilets and a fully enclosed garden. There is ample parking for both staff and parents.

The playgroup is open daily during term time between the hours of 09.00 and 11.30 and on a Monday, Tuesday and Thursday afternoon between the hours of 12.15 and 14.45. Children attend for a variety of sessions each week.

The playgroup is registered to provide care for 24 children between the ages of two and five years. At present there are 50 children on roll of whom 28 are in receipt of funding for three year olds. Staff have experience of working with both children who have special needs as well as those who speak English as a second language.

There are nine members of staff, four of whom hold child care qualifications and four others working towards a relevant qualification.

### How good is the Day Care?

Roseberry Avenue Playgroup offers good quality childcare. The setting is calm, warm and welcoming and has good security measures in place to ensure the safety of the children.

The playgroup has a wide range of toys and equipment to keep the children interested although most play is directed and there is little opportunity given for children to access their own resources.

The staff have created good relationships with the children and in general communication is good, however further questioning of the children, by staff, would

extend the children's thought processes enabling them to think more about what they are doing and why.

Staff at the playgroup have developed very good relationships with the parents and share information on a daily basis as well as providing frequent newsletters, a good quality start up pack and a notice board. Parents are kept informed of the day to day routine of the playgroup and of the activities provided.

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

Actions made at the last inspection were for staff to plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities and to encourage children to learn about personal hygiene through their daily routines, ie use of wash hand basins.

Planning demonstrates that opportunities are provided to meet the needs of children although most is directed.

Children use wash hand basins before handling food, after using the toilet and at other times when they have dirty hands.

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

- Staff are keen to gain more knowledge and develop their skills and practice by completing on-going training.
- Staff involve parents and the local community to ensure children are aware of their surroundings and gain a greater understanding of other people.
- Staff know the children well and have developed very good relationships with them.
- Staff have formed relationships with other professionals in order to support children who have special needs as well as those who speak English as an additional language.
- Staff have developed excellent relationships with parents and work closely with them to ensure that they are aware of the individual needs of the children.

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

- the opportunities provided for children to self select activities
- the written policy and procedure to be followed should a child become lost or be uncollected.

#### **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
3	Make sure children are given more opportunities to self select activities.
9	Ensure that children have an appropriate range of resources that promote equality of opportunity and anti-discriminatory practice.
2	Ensure written procedures are in place concerning children who are uncollected and/or lost.

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

### How effective is the nursery education?

Roseberry Avenue Playgroup provides a bright, friendly, attractive and calm learning environment where children are making generally good progress toward the Early Learning Goals.

A varied programme of activities is offered which supports the children and promotes all six areas of learning. The quality of teaching is generally good. Staff engage with children and foster self esteem and children's behaviour is very good. An interesting range of activities are planned although children are directed to these and there is little scope for freedom of choice. Staff support the children well.

Planning and assessment systems are in place and are linked to the stepping stones, however the activity does not always achieve the planned result. Meaningful observations of the children are not yet in place and therefore do not inform planning for future learning.

Although currently, there are no funded children registered as having special educational needs, there is an effective system in place to support their needs. Staff also have experience of working with children with English as an additional language and have structures in place to support them.

The leadership and management of the group is generally good. All staff are positively encouraged and supported to undertake further training. There is an appraisal system in place and staff have clear roles and responsibilities and are well deployed throughout the playgroup.

The partnership with parents and carers is very good. Parents are welcome in the nursery and are kept informed of events and themes through regular newsletters, notices and discussion. Parents are aware who the key worker is for their child and they have opportunity to talk to staff and share their child's achievements.

### What is being done well?

- Children's development in personal, social and emotional development is very good and children are developing confidence and are interested in the activities available. Children are involved purposefully in their play and behave well.
- Organisation of a key worker scheme enables children to build close relationships with adults and each other. Staff actively encourage parents to become involved in their child's learning.
- Staff listen to and value what children have to say, encouraging them to share their experiences.
- Staff have a clear understanding as to how they can support children who

Speak English as an additional language as well as those with special educational needs. They are aware of who to contact and what outside support is available.

- Staff work well as a team and are committed to further training in order to develop their knowledge.
- The atmosphere within the group is calm and welcoming.

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

- the planning and assessment to ensure that the outcomes fully achieve the intention as well as to inform future planning
- more opportunities for children to self select activities and equipment rather than being directed
- more opportunities for children to have group stories and answer predictive questions
- opportunities for children to write for a purpose.

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

Key issues raised at the last inspection are: Develop planning to ensure activities are appropriate to the children's differing developmental needs, and include the use of resources in order to capitalise on learning during child-initiated tasks.

This has been met in part in that activities are appropriate to differing developmental needs, however there are few opportunities for child initiated play/tasks. This has been addressed as a further key issue.

Extend the method of assessment to relate to the children's progress towards the early learning goals and use information obtained from assessment and parent's comments to guide planning.

This has been met in part in that assessments are undertaken, however these are not fully related to the children's progress towards the early learning goals, nor does it guide planning. This has been addressed as a further key issue.

Extend the programme for mathematical development to include more regular opportunities to calculate and compare numbers and solve simple problems in practical situations.

Planning now demonstrates that children have varied opportunities to solve problems and compare numbers.

Develop opportunities for creative development to include more opportunities for children to explore sound and music, move imaginatively, and respond to a wide range of materials, freely using their senses.

Children now have a variety of opportunities for creative development and all areas are covered on a regular basis.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are beginning to express their needs more confidently, and show care and concern for others. They relate well to each other and adults. They are interested and motivated to learn although there are limited opportunities to independently select activities. Children are beginning to develop good levels of concentration. Children's behaviour is very good.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Staff engage children in conversations valuing their thoughts and ideas. Children are encouraged to recognise and write their own name, however, opportunities for writing for a purpose are limited. Children respond enthusiastically and join in with songs and rhymes. Although children have access to a good selection of books there is little time available when they can choose to use them independently. Opportunities to enjoy group stories and answer predictive questions are limited.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Many children count reliably to ten. They recall and use numbers in everyday situations, such as at music time and at snack time. Children are beginning to understand basic addition and subtraction. Children use mathematical language well to compare shape and size. They can match colour and shape to create simple patterns. Understanding of the quantitative element of number is not yet well developed through planned, everyday activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children explore and find out about their environment, through planned activities and outings. They are encouraged to construct with a purpose in mind using a variety of natural and man made resources. Children talk about their own families and past experiences in their own lives. Children have the opportunity to operate simple equipment. Children are learning the skills of a computer, however learning is directed and they have little opportunity to use this independently.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children develop their whole body movements and fine manipulative skills through effective use of a wide range of small equipment e.g. scissors, bean bags and balls, large apparatus, trampoline and climbing frame. Space is well utilised and children move independently and safely. They are beginning to develop an understanding that good practice, with regard to eating and hygiene, can lead to good health.



<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Generally Good
Children are given opportunities to explore colour, texture and shape through a variety of media which they can self-select from the resources available on the day. They play collaboratively, engaging in the same theme, although there are limited opportunities for imaginative play. They enjoy singing, listening to music, using musical instruments and moving to music.	
<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>	

## 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

- Key Issues:
- planning and assessment to ensure that the outcomes fully achieve the intention as well as to inform future planning
- opportunities for children to self select activities and equipment
- opportunities for children to answer predictive questioning
- opportunities for children to write for a purpose.

*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.*