



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 251649

DfES Number: 548092

### INSPECTION DETAILS

Inspection Date	18/10/2004
Inspector Name	Deborah Kerry

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	St Helens Playgroup
Setting Address	St Helens Church St Helens Street,(Town) Ipswich Suffolk IP4 2LS

### REGISTERED PROVIDER DETAILS

Name	The Committee of St Helens Playgroup 1029698
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### ORGANISATION DETAILS

Name	St Helens Playgroup
Address	St Helens Church St Helens Street, (Town) Ipswich Suffolk IP4 2LS

## 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 Helens Playgroup has been registered since July 1999 and is managed by a committee. The playgroup operate from the St Helens Church Hall, situated in Ipswich, Suffolk.

They are registered to provide a total of 22 places for children aged two to under five years. The provision offers three morning sessions Monday, Wednesday and Friday 09:30. to 12:00. All sessions are term time only.

Areas available for use include an entrance hall for parents, a large play room, kitchen and toilet facilities. There is no outside play area available.

The group has the required staff members who are qualified in child care or who are working towards a child care qualification. Parental involvement is encouraged.

### How good is the Day Care?

St Helens pre-school play group provides satisfactory care for children.

All staff have under gone checks and they work well as a team, they all have clear roles and responsibilities.

The policies and documentation are in place and are reviewed and updated.

All staff are diligent of children's safety and there are good hygiene practises in place.

Staff's knowledge and understanding of child protection procedures is limited and they are unclear of procedures should there be concerns, although contact numbers are available.

Children's individual dietary needs are respected.

Children's access to resources and activities at each session is limited, the room

layout has no clear areas that promote children's development in different areas. However the staff do use effective questioning techniques that get children to think and helps to extend their learning. Staff sit with the children and join in with their play.

Parents and children are greeted warmly by staff on arrival at the setting, children have key workers, parents are kept informed about current themes and topics through newsletters, the notice board and informal chats with staff.

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

All actions from the previous inspection have been addressed.

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

- Staff's willingness to under go training to increase their knowledge and understanding of how children learn.
- Staff are diligent of children's safety and know their responsibilities, which ensures children are kept safe.
- There are good hygiene procedures in place that ensure children stay healthy.
- All children and parents are welcomed in to the setting which helps children to settle.

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

- induction procedures;
- additional resources to provide a balanced range of activities that cover all areas of children's development that they can self select;
- the room organised into areas that enables children to access resources and activities to promote their development in all areas;
- staff's knowledge and understanding of child protection procedures so they know what to do if they have concerns about a child.

#### **PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)**

Since 1 April 2004 Ofsted has not received any complaints about this provider.

#### **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
2	develop induction procedures to ensure that all staff understand all policies and procedures of the setting;	14/12/2004
3	provide additional resources that provide a balanced range that covers all areas of development, so that children can self select;	14/12/2004
4	ensure that the room is organised into areas that enables children to access resources and activities to promote their development in all areas;	14/12/2004
8	ensure that children have access to fresh drinking water at all times;	14/12/2004
13	develop (staff's) knowledge and understanding of child protection procedures, including if allegations are made against a member of staff.	14/12/2004

### The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
3	provide children with a warning before tidy up time.

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

### How effective is the nursery education?

The quality of education for St Helen's Playgroup has significant weaknesses.

Children are making generally good progress in personal, social and emotional development and there are significant weaknesses in all other areas of learning.

Teaching has significant weaknesses.

There is a high staff ratio, most of the staff have a limited knowledge and understanding on the Foundation Stage, Early Learning Goals and observation and assessment. Short-term plans are clearly linked to the early learning goals and stepping stones, however there are no long term plans in place and medium term plans only state what activities will be available. Planning shows limited access to resources around all six areas of learning or children's next step and are not evaluated. Many activities are adult directed, leaving children too few opportunities to develop their own ideas.

Children's records do not contain what needs to be included in the next step for learning and observations are done infrequently and do not include sufficient detail.

Leadership and Management has significant weaknesses. The staff, work well as a team and there is good communication between staff, the deployment of staff at the set activities throughout the session is good. However there is no system in place to regularly monitor or evaluate the nursery education. Staff are lacking in experience and qualifications, although there is an action plan in place for staff training and development. Resources are limited and some are only available for part of the session. Some of the activities during the sessions lacked direction and some are disorganised.

Partnership with parents has significant weaknesses. The relationships with parents is friendly and there is verbal feedback given at the end of each session, however parent's inclusion in their child's learning is limited to contributing items for topic work, newsletters say which topics are being covered. Parents have limited access to children's records.

### What is being done well?

- There is a high staff ratio; staff are kind and considerate to children and work well together as a team.
- Staff support the children in their learning and use good questioning skills that help to develop children's thinking.
- Staff are seeking advice and support from advisory teachers.
- Staff are willing to attend training to a minimum level two qualification and to

develop their knowledge and understanding of the foundation stage, early learning goals, observation and assessment.

- Relationships with parents are friendly and they are greeted by staff on arrival and are given verbal feed back on what their child has done during the session.

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

- the staff's knowledge and understanding of the foundation stage, the early learning goals, observation and assessment;
- planning to ensure that all six areas of learning are covered and that there are sufficient resources made available at every session;
- parent's involvement in their children's education and their knowledge of the early learning goals;
- monitoring and evaluating the provision for nursery education and children's progress toward the early learning goals;
- observations and assessment of children done on a regular basis and the next step for learning included in future planning.

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

Not applicable

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are given praise and encouragement by staff and clear guidelines and boundaries for behaviour. Children are encouraged to speak up at circle time, they play well together and are developing good relationships with staff and other children. All children are encouraged to tidy up before snack and their independence and self esteem is encouraged as they take turns to hand out items for snack.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Significant Weaknesses
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Staff sit and talk with the children and discuss activities with them. Some children are able to read and select their own name cards. Children enjoy listening to stories, however children do not access the book corner independently. Access to resources for mark making is limited to part of the session and only available once a week and less able children are not encouraged to attempt to write or form letters.

### MATHEMATICAL DEVELOPMENT

Judgement:	Significant Weaknesses
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One more able child can count to 10. When matching and sorting of a colour and shape activity children are supported by the staff. There were missed and limited opportunities for practical activities around adding, subtraction and calculating during the session and when provided this is adult directed and offered to only a few children. There are missed opportunities for staff to use mathematical language, i. e. at snack time, at the sand tray.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Significant Weaknesses
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Children are able to explore their environment through looking at leaves, conkers and pinecones as part of the topic on autumn, but there is limited access to programmable toys and ICT resources. The weighing activity was time-limited and only a few children experienced the activity. No evidence that children are given opportunities to find out about other cultures or beliefs was seen.

### PHYSICAL DEVELOPMENT

Judgement:	Significant Weaknesses
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There is no outside play area, but equipment to develop large motor skills is provided at each session. Children understand the need to eat healthily and that milk is needed for strong teeth and sleep helps them to grow. There is limited access to resources to develop small motor skills, like cutting, gluing, painting and this is all adult directed. Children ride bikes, but some are unable to avoid obstacles or control their speed. Movement to music is limited and disorganised.

CREATIVE DEVELOPMENT	
Judgement:	Significant Weaknesses
	Staff talk about different textures during a discussion on autumn using leaves, conkers and pinecones, a range of props is used at song time, but the children were adult directed throughout. The musical instruments were introduced when children were using physical play equipment, with no clear learning intentions identified. Children had no access to free craft activities, the range of media and materials was restricted and was also adult directed. Resources for imaginary/role play were limited

**Children's spiritual, moral, social, and cultural development is not fostered appropriately.**



## **OUTCOME OF THE INSPECTION**

The provision is acceptable but has some significant areas for improvement. Children's progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

## **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- develop staff's knowledge and understanding of the foundation stage, the early learning goals, observation and assessment;
- ensure that planning covers all six areas of learning and that resources are identified and provided to ensure that all children can effectively access them independently throughout the whole session;
- provide parents with information on the early learning goals and what the children are learning and share their children's records with them on a regular basis;
- regularly monitor and evaluate teaching and each child's progress toward the early learning goals;
- ensure that observation and assessment of children is done on a regular basis and their next step is identified and included in future planning;
- develop the provision so that children's imagination is given free range in craft and role play activities and that they are able to explore, investigate and problem solve across all areas of the curriculum.

*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.*