



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 509078

DfES Number:

INSPECTION DETAILS

Inspection Date	09/06/2004
Inspector Name	Kay Rutter

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	ST. JOHN FISHER R.C. PLAYGROUP
Setting Address	80 Imperial Close Harrow Middlesex HA2 7LW

REGISTERED PROVIDER DETAILS

Name	The Committee of The Committee of St John Fisher R C Playgroup 1053087
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ORGANISATION DETAILS

Name	The Committee of St John Fisher R C Playgroup
Address	c/o 80 Imperial Close Harrow Middlesex HA2 7LW

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. John Fisher Roman Catholic Playgroup is an established group which has been running for more than thirty years.

It operates from St. John Fisher Roman catholic Church Hall and has the use of two rooms, one of which can be further divided. It is situated within walking distance of Rayners Lane and North Harrow stations, local bus routes, parks, shops and primary schools.

There are currently 34 children on roll. This includes 18 funded three year olds and 10 funded four year olds. Children attend for a variety of sessions. The group supports several children with special needs and multi lingual children.

The setting opens five days per week during term time. Sessions are from 10:00 to 12:00 and 12:45 to 14:45 on Mondays, and 09:30 to 12:15 from Tuesday through to Friday.

Seven part time staff work with the children, five are on duty at each session. Four staff are qualified to National Vocation Qualification (NVQ) level 3. One member of staff is currently working towards a recognised early years qualification.

The playgroup is run by a management committee and receives support from the Early Years Development and Childcare partnership (EYDCP) and the Pre school Learning Alliance. The setting is accredited by the Pre School Learning Alliance.

How good is the Day Care?

St. John Fisher Roman Catholic Playgroup provides good care for children.

The playgroup is well organised and effectively managed. Suitably qualified and experienced staff are recruited. A comprehensive operational plan and well organised policies and procedures promote the efficient and safe running of the group.

Staff work well as a team and are attentive to children, supporting and extending their play and learning. The premises are warm and welcoming, dedicated play areas are attractive and inviting to children. There are good standards of safety, hygiene and security in place to keep children safe. Staff have a good understanding of child protection recording and reporting procedures.

Adults have good relationships with children, they are interested in what children do and say. Children mirror this in the relationships they develop with peers and their good behaviour. Children's language and thinking are extended well, as adults use a variety of teaching and questioning techniques to challenge them. There is a strong emphasis on the inclusion of all children, which works well in practice to ensure the specific needs of all children are met.

Activities are planned around the six learning areas of the foundation stage and a good range is presented each day. Children are stimulated and interested in the available choice and make good progress in their learning. The organisation of resources does not provide easy independent access for children to explore or extend their play spontaneously, and set their own challenges, although adults do assist children. The session is well organised to allow children the maximum amount of time to enjoy their play.

Partnership with parents is very good. Parents have access to good information about the setting, the curriculum and their child's progress. Good relationships and regular communication between staff and parents ensures that children's needs are met and their playgroup experience is positive.

What has improved since the last inspection?

The actions set at the last inspection have been effectively addressed; evidence to demonstrate that all staff are appropriately vetted is easily accessible and the registration system details all required information.

The provider meets the Children Act 1989 part XA and schedule 9A , the associated regulations and the requirements of the National Standards for sessional day care.

What is being done well?

- The staff team are established, experienced and motivated. Their complimentary skills and good communication create a positive learning environment for children. Staff have clear responsibilities and are well deployed to support and extend children's play and learning.
- Dedicated play areas and displays are attractive and inviting to children. The varied, stimulating range of planned activities promotes learning in all areas and children make good progress .The routine is well organised to allow children to enjoy their play. Adults use a wide range of teaching techniques to challenge children, encourage them to think for themselves and solve problems.
- Children have ample adult attention and sensitive support to enable them to

feel secure and confident. Relationships and communication are based on respect, children mirror this in their behaviour and the relationships they are developing with their peers. Children's self-esteem is fostered well as adults are interested in what children do and say, listen to them and offer lots of praise and encouragement.

- There is a strong commitment to recognise and respect children as individuals and promote the inclusion of all. Staff have good knowledge of each child's abilities and interests. Every child has an individual play plan setting personal learning goals for the next stage in their development, which are shared with parents. All staff have Special Educational Needs Coordinator (SENCO) training and work well with parents and other professionals to meet the specific needs of each child.
- Partnership with parents is very good, they are welcomed warmly and communication is good. A wide range of written information is available about the setting, policies and procedures and curriculum. Parent questionnaires indicate that parents are happy with the level of care their children receive. They comment positively on the structured but fun environment, efficient running of the group and high calibre of staff.

An aspect of outstanding practice:

wording has been altered to reflect the question.

What needs to be improved?

- There are no significant weaknesses to report, but consideration should be given to improving the following;
- the opportunities for children to increase independent access to resources; to allow children spontaneous opportunities to make decisions and choices about what they want to play with. To help children to undertake independent exploration and investigation and to exercise autonomy over their own learning and set themselves challenges.

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.

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

How effective is the nursery education?

St. John Fisher Roman Catholic Playgroup provides very good, high quality nursery education. Children make very good progress towards the early learning goals. They are confident, motivated, enthusiastic learners who persist and explore planned activities.

Very good quality of teaching and a stimulating environment ensures children make good progress. Staff have a very good understanding of how children learn, the foundation stage and stepping stones. They plan effectively to provide varied stimulating experiences, and make good use of impromptu situations to extend children's thinking. Staff employ good teaching and questioning techniques in a range of situations. Adults give sufficient attention and support to children to enable them to be stimulated and challenged, learn to problem solve, test themselves and make new discoveries at their own pace. Adults know children well and make good use of observations and assessments to create individual play plans and developmental goals for each child.

The leadership of the group is very good, and is supported by effective management and communication systems. Commitment to providing a high quality service is evident in all areas of practice. The staff team are established, positive and motivated; they work well together to ensure that children receive high quality care and education, although there is not yet a rigorous system to evaluate the effectiveness of the education programme. Staff are valued and there is a strong commitment to professional development. This ensures adults have good access to regular training, which updates and enhances their skills, allows new ideas to be developed and promotes good teaching.

Partnership with parents is very good. Relationships are warm and friendly and communication is good. Parents have good access to records about their children's progress, they are able to contribute to these. Records of achievement are presented to the parents when children leave the setting.

What is being done well?

- There is a clear commitment to providing high quality education by continuous improvement of teaching. The dedication to ongoing professional development for all staff ensures their skills and knowledge remain current and new ideas are used to develop teaching practice, which has a positive impact on the children's progress.
- Staff have detailed knowledge of learning and development. Adults observe and assess children to see what they can do, to inform their planning for the group and each child. This ensures that learning opportunities across the curriculum are provided at appropriate points, all children are included and their individual needs are met well.

- A good range of activities are available at each session. Staff are clear about the scope of learning each activity offers, they introduce relevant vocabulary and ideas, ask questions to make children think and support children in finding their own solutions to problems. This challenges children effectively and enables them to progress at their own pace.
- Children are building good relationships with peers, based on mutual respect and modelled from the example of adults around them. They converse, play cooperatively and help each other out. Children are sensitive to each other, share and take turns. They discuss experiences in their lives and are learning that people are different, which promotes a developing respect for individuality and diversity.
- Children enjoy and make good use of varied role play provision for extended periods. They have good imagination and transfer this between different activities; construction activities become formula 1 races, figures from the dolls house go on outings with picnics and children embark on descriptive journeys as they draw roadmaps. Children freely share their ideas with peers, negotiate roles and discuss narratives for the characters they invent.

What needs to be improved?

- There are no significant weaknesses to report, but consideration should be given to improving the following;
- systems to monitor and evaluate the effectiveness of the education programme

What has improved since the last inspection?

One key issue was identified at the previous inspection; to increase opportunities for children to learn the alphabet, link sounds and letters and recognize simple words.

An action plan was drawn up which has been evaluated, reviewed and adapted to meet the changing needs of the children in the group.

Children now learn about letters in meaningful contexts; writing for various purposes, labelling around the setting, rhymes, story and songs. Records clearly chart children's progress in developing familiarity and knowledge with the sounds and letter names of the alphabet. The key issue has been effectively addressed.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are enthusiastic, motivated, attentive and concentrate well. Good support and attention from staff fosters their self esteem and confidence; children freely initiate conversations, describe their feelings and express opinions. They model respect and care shown by adults, enjoy good relationships and work cooperatively with their peers. Adults help children, on occasion, to access to other resources allowing them to exercise a little autonomy and independence in their learning.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Good use of activities and spontaneous situations enables frequent introduction of language and vocabulary. Children are able to express themselves well, conduct conversations and share ideas verbally. Good use is made of labelling and varied reading materials to stimulate interest. Children handle books competently, tell their own stories and recognise their names. Many letters are named and formed correctly as children attempt to write their own names.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Planned activities and everyday situations are used very well to explore mathematical concepts. Children use mathematical language to accurately describe colour, size, shape, quantity and weight. Recognising numerals and accurate counting to ten and beyond are common, several children are able to explore larger numbers. There are good opportunities for children to learn about calculation through practical activities like shopping and snack time.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children confidently investigate and explore a good range of planned activities, using varied techniques. There are daily opportunities for children to practice their design and making skills with a range of materials. The setting is working on improving access to everyday technology to enable children to find out how things work and are used. Children learn about the natural and wider world through topic work, impromptu situations and talking about significant events in their lives.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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The group make good use of their indoor space to provide daily opportunities for physical play and development. Children are well coordinated, have good spatial awareness and a wide range of movement skills; they confidently climb, crawl through tunnels and slide. Children can negotiate obstacles successfully, move and stop under control. Finer physical skills are also well developed; children are dextrous and have good manipulation skills, they handle simple tools safely and appropriately.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Planned activities introduce a wide range of art techniques, children also have plenty of time for independent exploration of colour, shape, texture and space. Children enjoy and make good use of imaginary provision to role play familiar situations and involve peers in negotiating more complex storylines to act out. Children express themselves in various ways; painting, drawing and singing. There are regular activities to explore music, movement and play instruments

Children's spiritual, moral, social, and cultural development is fostered appropriately.

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 to report, but consideration should be given to improving the following;
- Systems to monitor and evaluate the effectiveness of the education programme

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.