



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 509702

DfES Number: 513689

INSPECTION DETAILS

Inspection Date 07/07/2003
Inspector Name Denise Rosemary Olsson-Hildick

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Teddington Methodist Playgroup
Setting Address Methodist Church Hall
Stanley Road
Teddington
Middlesex

REGISTERED PROVIDER DETAILS

Name The Committee of Teddington Methodist Playgroup & 'committee'

ORGANISATION DETAILS

Name Teddington Methodist Playgroup & 'committee'
Address Teddington Methodist Church Hall
Stanley Road
Teddington
Middlesex
TW11 8TP

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

Teddington Methodist Pre-School opened in 1969 and operates from the second hall of the Teddington Methodist Church Hall. It is a non-profit making community group providing sessional care for children and families in the area. The group opens 5 days a week, term time mornings only.

The setting receives support from the Early Years Development Childcare Partnership, Richmond.

How good is the Day Care?

The group provide a satisfactory standard of care.

The environment presents as warm, spacious and appropriately furnished, though there is a lack storage space. The routine allows children opportunities for play, outings and refreshments though domestic arrangements impacts on the time staff look after children. Their dietary needs are taken into account, as are individual preferences.

The nursery presents as safe and staff are aware of potential hazards and take appropriate precautions to reduce or eliminate these. However, risks and hazards are not always recorded. Hygiene practice is good, although the food preparation area is poorly maintained. Staff have a working knowledge of the signs and symptoms in relation to child protection issues and know what action should be taken if required.

Children make good progress, play with toys and materials suitable for their ages, interests, needs and abilities. All staff have a warm relationship with children, who enjoy playing with a variety of toys, though not all children are fully engaged in adult led activities. Children go on outings to stimulate their interest in the wider world. Children with a special need are fully integrated with other children and staff adapt activities and resources in order to engage them. All children are made welcome, their differences valued and their needs met regardless of gender, ethnic origin,

background, ability, religion or language. The group ensures play materials reflect a positive image of people from minority groups. Staff manage all aspects of children's behaviour in an age-appropriate and sensitive manner. Children understand and comply with clear, sensible boundaries.

Staff have a professional relationship with parents, respecting their views and they appear very satisfied with the standard of care provided. Records and policies are in place though do not always include or reflect good practice.

What has improved since the last inspection?

An Operational Plan is now in place and works effectively. Evidence that vehicles and drivers are safe, vetted and insured is now required. Written permission is sought from parents and a record made of any medication issued. The group now have a copy of the local Child Protection guidelines.

What is being done well?

- The support and encouragement given to children to participate in activities of their choice. Learning is play based and takes place at the child's individual pace.
- The provision of an extensive quantity and range of toys that are safe, varied and easily accessed. Materials and activities are suitable for children's ages, interests and abilities.
- The commitment to the provision of play materials and activities, which are selected to reflect a positive image of culture, ethnic origin, gender and disability.
- The considerable, sustained efforts made to welcome and involve children with a special need. The staff work closely with parents and professionals to provide a suitable environment and service.
- The sensitive and age appropriate manner in which children's behaviour is dealt with emphasising an empathy with others.
- The development of a warm, mutually respectful relationship with parents.

What needs to be improved?

- policies relating to health & safety, equal opportunities, behaviour management, complaints and child protection
- the arrangement, condition and maintenance of furniture, materials and storage areas
- the procedures and implementation of risk assessments throughout group
- the deployment of staff to ensure that time is spent with the children.

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	Review the routine in order for staff to spend more contact time with the children.
6	Ensure that risk assessment are carried out regularly and implement procedure that incorporates recording safety checks.
9	Develop the Equal Opportunity policy to include essential and appropriate information about practice.
11	Develop the Behaviour Management policy to include information about good practice.
12	Amend the Complaints policy to include information regarding the role of OFSTED.
13	Develop the Child Protection policy.

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

How effective is the nursery education?

Teddington Methodist Playgroup offers good quality education where effective teaching helps children make generally good progress towards the Early Learning Goals. (E.L.G.'s) They make very good progress in physical development.

Teaching is generally good. The key strengths in personal, social and emotional development are due to the good relationships built up between staff and the children, providing children with the confidence to express their own ideas.

Staff extend and adapt activities when the opportunities arise, they extend children's knowledge and vocabulary through appropriate questioning, however some learning opportunities are missed during daily routines and through the organisation of resources.

Children are well behaved due to the staffs ability to encourage children to negotiate and cooperate.

Staff provide good support for children with special educational needs. (SEN) Outside agencies are involved with providing information and play plans, which staff then incorporate into the planning, and one to one care is provided.

Leadership and management is generally good. Managers provide good role models and staff work together well as a team, with clear roles and responsibilities. Managers and staff have a shared commitment to providing good quality care by monitoring their provision and assessing improvements; however there are inconsistencies about the way staff record children's development.

The partnership with parents is very good. Parents receive good written and verbal daily information on the curriculum and their child's development. Parents have good opportunities to exchange information with their child's keyworker and to see their child's development records. Staff make themselves available to parents on a daily basis to discuss individual children.

Parents have the opportunity to attend sessions and take part in their child's learning.

What is being done well?

- Children are well behaved, they form good relationships with staff, relate well to each other and generally cooperate.
- Children are confident speakers and have a wide vocabulary. Children make good use of books, and read familiar words.
- Staff make good use of resources to promote children's physical development, providing a wide range of tools and equipment to support them.

- Managers and staff work well as a team providing good role models.
- Staff evaluate activities and use this to continually improve their provision.
- Parents are kept well informed about the curriculum and their child's individual progress.

What needs to be improved?

- the organisation of resources to allow children to select for themselves to increase their independence.
- the use of activities to allow children the opportunity to write recognisable letters and use writing for a variety of purposes.
- the planning to provide more opportunity for children to use everyday technology.
- the planning to allow children to explore music and dance more frequently.
- the staffs knowledge of the E.L.G.'s to use daily routines and the organisation of resources to promote mathematical and creative development.

What has improved since the last inspection?

The group have made generally good progress since the last inspection.

Planning now clearly indicates what the children are expected to learn from the activities offered, and states how children are to be grouped. Activities are evaluated at the end of each session and used for further planning.

A formal system for informing parents of their child's progress has been introduced. Parents are invited to consultation evenings where they can meet with their child's keyworker to see their development records and discuss their progress.

Planning records show how all areas of the E.L.G.'s are incorporated into the activities.

Children are still given too few opportunities to solve mathematical problems during practical situations.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are making generally good progress in this area. They are well behaved and confident, they form good relationships with staff and each other which underpins their learning in all areas of development. Children are encouraged to express their own ideas and feelings, but have too few opportunities to select resources for themselves.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children make generally good progress in this area. Children can link sounds to letters and recognise letters of the alphabet, most children can recognise their names. Children have good vocabulary which is extended in all activities. Children develop their reading skills by using the well resourced book area, but there are too few opportunities for children to practise writing skills for a variety of purposes.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children's progress in mathematical development is generally good. Children know shapes, can recognise numbers and can count beyond ten. Staff miss opportunities to develop children's mathematical skills through daily routines.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are making generally good progress in this area. Children's design making skills are developed through practical activities and the use of a wide range of tools. Children are knowledgeable about the natural world through the good activities provided, and have an understanding of their own community. There is limited use of everyday technology to support children's learning.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children make very good progress in physical development. Children move confidently with coordination and control due to the good opportunities they have to use a wide range of small and large equipment. Children have a good understanding of health and bodily awareness through daily routines.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children make generally good progress in this area. They have good opportunities to explore their imagination in design, stories and role play. Staff allow children to express their own ideas and respond to experiences. Children do not have the opportunity to explore music or dance on a regular 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

- plan to provide more regular opportunities for children to explore music, dance and technology.
- increase the staffs knowledge of the E.L.G.'s to use maths in practical situations and support children with their writing skills.
- organise resources to allow children greater opportunities to select for themselves.

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.