



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 118555

DfES Number: 582457

### INSPECTION DETAILS

Inspection Date	14/06/2004
Inspector Name	Mary Holt

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Orange Tree Playgroup
Setting Address	Pettits Lane Romford Essex RM1 4EH

### REGISTERED PROVIDER DETAILS

Name	Ms Pamela White
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## 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

Orange Tree Pre-school Playgroup opened in 1995. It operates from a classroom within Marshalls Park School, which is situated in a residential area of Romford, close to public transport and local community resources.

There are currently 61 children on roll. This includes 36 funded three-year-olds and 10 funded four-year-olds. Children attend for a variety of sessions. The setting does not currently support children with special educational needs or who speak English as an additional language.

The playgroup opens Monday to Friday during school term time only. Opening hours are from 09:15 to 11:45, and from 12:15 to 14:45.

There are seven staff working with children in total, four are appropriately qualified in early years and education, two members of staff are due to undertake relevant training in September 2004. The playgroup receives support from the Early Years Development and Childcare Partnership (EYDCP).

### How good is the Day Care?

Orange Tree Pre-school Playgroup provides good quality care for children.

The premises are well maintained, there is sufficient play space available for children which is effectively planned and organised. Children have access to a variety of good quality, age appropriate play materials, equipment and activities which promote their overall learning and development. Effective procedures are in place for vetting staff and all required documentation is in place, maintained and securely stored.

All areas of health and safety are in place. Children are provided with a varied, well-balanced and nutritious diet, however, the way in which it is provided does not encourage children's independence and choice. A written child protection procedure is in place which all staff are fully familiar with.

Staff are aware of the individual needs of children, children enjoy good opportunities to express their imagination through role-play, however, there are limited opportunities for children to experience child-initiated activities, art and craft activities were mainly adult directed. Staff manage children's behaviour effectively and in a positive manner, children respond well to verbal praise and encouragement.

Good written information regarding the settings policies and procedures is provided for all parents. Ongoing information is also shared through a regular newsletter, which is produced each half term as well as via an updated notice board situated on the wall outside of the playroom premises. There is also an effective system in place to give parents regular feedback regarding their child's care and progress.

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

At the last inspection one action was made regarding the setting needing to devise a written procedure for when they take children on outings.

This is now in place and, a satisfactory working document.

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

- Effective procedures are in place to ensure that sufficient staff work directly with children and to deputise in the managers absence.
- Staff provide a warm and caring environment and have developed good relationships with children.
- Children are offered a wide and varied range of play materials and equipment that enhances their overall learning and development,
- The management of children's behaviour is very positive. Staff speak to children in a warm and caring manner and with respect.
- Partnership with parents is very good, staff ensure that parents feel welcome within the setting and provide regular communication regarding their child's progress and development.

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

- ensure that children are offered activities that are creative and child centred.
- ensure that children are given the opportunity to further develop their personal independence and choice.

#### **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	ensure that children are offered activities that are creative and child centred.

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

### How effective is the nursery education?

Orange Tree Playgroup provides good-quality nursery education overall which enables children to make generally good progress towards the early learning goals.

The quality of teaching is generally good. Children behave well in response to the appropriate expectations and sensitive support of staff. The management of children's behaviour is a particular strength of teaching. Staff understand how both three and four year old children learn and are familiar with the stepping stones and early learning goals. Some creative activities however, are too adult directed and this limits opportunities for children to express their own ideas and feelings. Staff regularly assess and record children progress and use this information to plan daily activities.

The leadership and management of the playgroup is generally good. Staff are clear about their roles and responsibilities and work well together to ensure the smooth running of the session. The setting has clear and appropriate aims for the children's care and learning and these are mostly achieved in practice. The manager uses meetings with staff and the appraisal system to monitor and evaluate the quality of teaching and identify training needs.

Partnership with parents is very good. Information about the setting is of high quality and comprehensive. The keyworker system ensures parents can spend time talking informally to staff about their children and they receive termly reports detailing their children's achievements and progress. The parent's notice board and monthly newsletters give parents information about planned topics, events and activities they can provide at home to support their child's learning.

### What is being done well?

- Staff use positive strategies to promote good behaviour and consideration for others. They give children clear and consistent boundaries and help them understand the impact of unacceptable behaviour on others. Their calm manner and the way they always speak respectfully to children sets a very good example.
- Opportunities for children to explore and investigate the natural world are good. Watching eggs develop into butterflies helps them learn about living things and the process of life.
- Children have good opportunities to be creative and imaginative through role play. Planned and spontaneous play activities enable children to explore and play out different roles - being a parent; a baby; a dog and to recreate events in their lives - a new baby; getting a hair cut.
- Parents are kept well informed about their children's progress. They can discuss their child's achievements with their keyworker each day, can access

children's records at any time and receive termly written assessments.

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

- the use of resources to increase children's awareness of the different purposes of reading and writing through role play
- children's access to information and communication technology
- opportunities for children be creative, use their imagination and express their own ideas and feelings through art and craft activities.

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

Very good progress has made since the last inspection:

At the last inspection the setting agreed to help children acquire more information about features in their environment, provide more scope for children to question why things happen and how things work, place greater emphasis on giving children a better appreciation of the passage of time and improve the approach to equality of access.

The staff have introduced a number of effective measures to improve planning and teaching in this area of learning - knowledge and understanding of the world. Children investigate their environment through exploring items found at the seaside, such as sea weed, shells and sand. They learn how eggs develop into butterflies and how the mouse makes their computer work. Children find out about the passage of time using their baby photos to see how they have changed and grown.

The setting's special needs co-ordinator (SENCO) has attended various relevant training courses and workshops to help her in her role. She is able to demonstrate that the setting has appropriate systems in place that would be used to support children with additional needs and children who speak English as an additional language.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are keen and motivated to learn. They become highly involved in activities that interest them and are learning to sit and concentrate appropriately. Staff manage children's behaviour sensitively and children are learning to share, take turns and be considerate to others. Children choose between activities, help put toys away and serve snacks however, some activities are too adult directed and this limits opportunities for children to have personal independence.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children are confident when speaking in familiar groups. They are able to listen attentively and respond appropriately to stories and instructions. All children are able to recognise their own name and older children can write their names using generally correctly formed letters. There are however, too few opportunities for children to practice their early reading and writing skills within role play, such as recording appointments in the 'hair salon' or reading magazines in the home corner.

### MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children are learning to count and understand numbers through practical activities, for example participating in construction play, completing puzzles and joining in with number rhymes. Older children confidently count, name basic shapes and initiate conversations involving numbers. Younger children are beginning to recognise basic shapes and sort and match objects. The potential to develop more able children's awareness of addition and subtraction is not always sufficiently exploited.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children confidently explore and investigate. They learn how eggs develop into butterflies and enjoy visits from people who help us, the librarian and fire brigade. Children have frequent opportunities to design and build using recyclable materials and construction kits. However, children have too few opportunities to access information, communication and technology and programmable toys. Children talk naturally about events in their lives and learn about the wider world through topic work.

### **PHYSICAL DEVELOPMENT**

Judgement:	Generally Good
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Children use a range of small and large equipment confidently and with increasing control, for example scissors and the climbing frame. The garden is used well to develop children's physical skills in fine weather, daily physical play is provided indoors in winter. Children learn about staying healthy when discussing foods and washing hands before eating. The potential to develop children's awareness of their bodies, such as running makes them feel hot and thirsty is not always fully exploited.

### **CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children have good opportunities to use their imagination through role play. They enjoy caring for 'babies' and creating elaborate hair styles in the 'hair salon'. Children enjoy exploring the different sights, smells and textures of sand, corn flour and dough. Some art and craft activities however, are too adult directed and this limits opportunities for children to express their own thoughts and ideas. Children enjoy listening and moving to music and using musical instruments.

**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**

- increase children's awareness of the different purposes of reading and writing
- provide more opportunities for children to learn out about and use information and communication technology
- strengthen the programme for creative development, ensuring children taking part in art and craft activities are able to express their own ideas and feelings.

*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.*