



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 135385

DfES Number: 585607

INSPECTION DETAILS

Inspection Date	11/12/2003
Inspector Name	Philippa Clare Williams

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	St Demetrios Playgroup
Setting Address	St Demetrios Church Town Road/Logan Road London N9 0LP

REGISTERED PROVIDER DETAILS

Name	Tamil Relief Centre 03522986 1069592
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ORGANISATION DETAILS

Name	Tamil Relief Centre
Address	Community House 311 Fore Street London N9 0PZ

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 Demetrios Playgroup was registered in December 1997, it is run by the St Demetrios Church Committee. They operate in a large hall at ground level, attached to St Demetrios Greek Orthodox Church. It is located within close proximity to schools, transport facilities and shops. The playgroup serves a multi cultural community. The premises consist of one large hall, kitchen, toilets and wash facilities. There is a paved outdoor area. The playgroup operates both morning and some afternoon sessions, Mondays to Fridays, term time only, between the hours of 9.30 to 12 noon and Monday, Wednesday and Friday from 12.30 to 3.00 pm. There are currently 48 children on roll, of whom 9 are aged 2 years and 39 are aged 3 to 5 years old. Staffing structure consists of a supervisor and two assistants. The Playgroup operates a volunteer rota. Over half the staff hold child care qualifications.

How good is the Day Care?

The Playgroup provides satisfactory care for children. The premises was clean and well maintained. The premises is set out with children in mind, and the range of equipment offered is both age appropriate, safe and well maintained. The children were settled, relaxed and happy. Staff have a good awareness of health and safety and attend to children's hygiene needs for hygiene. Most of the required policies and procedures are kept, however attention needs to be paid to devising and extending some additional policies and the aims of the Playgroup.

The group provides children with satisfactory range of activities and resources that are appropriate for the children's stage of development, however these need to be used more effectively to promote learning. Staff do observe children's progress however these are not used to plan for children's learning. There are some missed opportunities in children's learning.

Parent's express satisfaction with the standard of care offered at the Playgroup. Verbal feedback keeps them up to date with their children's progress and they are actively encouraged to help out in the group whenever they can.

What has improved since the last inspection?

The Playgroup was required to meet a number of actions as a result of the last inspection, they have met the majority of these however they do still need to update their child protection policy and complaints procedure

What is being done well?

- The Playgroup works in partnership with the parents. Parents are made welcomed and are encouraged to help out through the parent rota. Notice boards and information about the group and activities are available for parents. Parents expressed satisfaction with the service.
- The hall is made warm and friendly to children and parents. It is clean and well maintained. The activities, interest table and posters create a welcoming environment.
- Staff provide a warm, caring environment which enables children to feel secure and safe in the environment. Good emotional support provided by staff.

What needs to be improved?

- the policies and aims given to parents
- the written documentation from parents stating their wishes regarding consent for urgent medical advice or treatment.
- the opportunities for children to talk with each other
- the use of observation in planning
- the introduction of key workers
- the availability of water
- the displaying of the Certificate
- written procedures should a child become ill or infectious

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
1	Display registration certificate	24/12/2003

The Registered Person should have regard to the following recommendations by the time of the next inspection	
Std	Recommendation
1	Ensure that there are effective vetting procedures in place for checking that staff are suitably qualified to work with children
2	Develop and review an operational plan which includes the Playgroup's aims, policies and a behaviour management statement.
2	Maintain an accurate register of children and staff attendance, showing their hours of attendance.
2	Operate a key person system, with designated responsibility for coordinating information about children to staff and parents.
3	Use observations to plan the next step in children's play and learning, development
3	Provide more opportunities for children to talk to each other.
7	Devise and implement a policy about the exclusion of children who are ill or infectious and make sure parents are made aware of it, and obtain written permission from parents for seeking emergency medical treatment.
8	Make fresh drinking water available to children at all times

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

How effective is the nursery education?

The quality of teaching is generally good in personal, social and emotional, and physical development, but there are significant weaknesses in all other areas of children's learning. Overall, children are making satisfactory progress along the early learning goals.

Staff interact well with children, they are sensitive to their needs and help make them feel secure through giving reassurance and praise. Staff offer children a range of worthwhile activities and as a result children show interest and they are engaged during the sessions. Children behave generally well, though some staff approach to managing behaviour is inconsistent because at times, children are not always helped to understand the consequences of their actions. There is a good range of resources but a lack of detailed plans does not always ensure that the resources are being used effectively in the ways that extend and challenge children in their learning.

The current assessment system is ineffective in identifying children's learning needs. And in addition, the system does not ensure children with special educational needs will be identified efficiently, although staff have had some experience of working with children with special needs. The setting support a number of children who are learning to speak English by providing suitable activities. The leadership and management is satisfactory. Staff work well together, and they are supportive to each other. Staff are generally committed to improving the quality of learning for the children, but the procedure in place to monitor and evaluate the provision for nursery education is mostly carried out informally, and details are rarely documented for future use.

Partnership with parents and carers is satisfactory. The commitment of parents and carers on the volunteer rota is enthusiastic. Useful information about the setting is accessible to parents, though less opportunity is given for them to formally contribute to their children's assessment.

What is being done well?

- Children feel secured and relaxed in a warm, calm and friendly environment.
- Staff provide a resourceful setting in an attractive and clean environment, which is well maintained.
- The setting provides a consistent parent/carer volunteer help rota, which enables parents and carers to participate in their children's learning.

What needs to be improved?

- the curriculum plans to ensure that it is clear what children are intending to learn from the activities provided, the role of adults, resources used, and which groups or individual the activities are targeted for.
- the use of children's assessments in ensuring that a) all criteria's of the six areas of learning are covered, b) information is used in planning for the next step of children's learning, c) regularly share assessments with parents and carers and including some comments from them about children's development and progress outside of playgroup.
- the programme for mathematical development to develop children's knowledge and understanding of size and capacity through use of a wider range of resources, extend their mathematical language and ensure more able children are provided with challenging opportunities to solve practical problems.
- the programme for communication, language and literacy to ensure opportunities area given for children to, a) talk and share their thoughts and experiences in a group setting, b) write for a variety of purposes and keep samples to show progression over a period of time.

What has improved since the last inspection?

The setting has made limited progress in addressing the key issues from the last inspection, with most aspects still requiring further development. They were required to improve planning and assessment systems, including providing opportunities for parents to contribute to the assessments, and provide opportunities for children to initiate, explore and respond to their creativity.

Staff now provide a wider range of accessible resources and activities for which children are able to express their ideas freely and creatively, and this is particularly evident in craft activities where children self select and explore a range of painting techniques.

The system for planning has been developed to relate to the six areas of learning, but it does not always clearly show what children are expected to learn from the activities, or how activities are adapted or modified to suit the needs of children with different abilities. Currently, staff carry out general observations on children, which does not always relate to any specific area of learning, and as written details are given to parent and carers when their children leave to go to school, this leads to them not always being given the opportunity to contribute to the assessments. These key issues still remain.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children make generally good progress in their personal, social and emotional development. Staff greet children on their arrival, and help them to feel reassured through talk and play. Children have easy access to equipment and they show confidence in trying out a range of activities before making their own choice. Children concentrate well in their chosen activities. They generally behave well, though at times staff display an inconsistent approach to handling behaviour management.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Significant Weaknesses
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Children make satisfactory progress in communication, language and literacy despite there being weaknesses in the teaching. Children recognise their names and those of others because of name tags and many displayed labels around the room. Writing provision is well stocked and children are developing good pencil control. However, opportunities for writing are rarely seen in plans, there is little samples of children's writing, and less opportunities given for children to talk in a group setting.

MATHEMATICAL DEVELOPMENT

Judgement:	Significant Weaknesses
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Children are making satisfactory progress in mathematical development. There are sufficient resources but little assurance that all children are benefiting from the use of the resources. Staff are generally good at encouraging children to count during practical activities. Children are gaining competence in recognising and naming shapes as seen in their in their play. Overall there is insufficient opportunities to increase children's mathematical understanding in this area of learning.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Significant Weaknesses
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Children are making satisfactory progress in knowledge and understanding of the world. There are good opportunities for children to build and they are gaining competence in designing models. There is some incidental learning about how and why things work. There is little evidence of any planned investigation and experiments seen in plans. insufficient emphasis is placed on helping children to find out about the common features of their environment or understand the passage of time.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children are making generally good progress in their physical development, although written plans tend to focus on the development of small movement skills rather than large physical development. Children are developing a sense of space as they move around each other, and furniture's. They are regularly encouraged to move imaginatively to music and songs. Children are developing good manipulative skills through handling a variety of small equipment. Opportunities for ball skills are limited.

CREATIVE DEVELOPMENT

Judgement:	Significant Weaknesses
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Children are making generally good progress in their creative development. Children are becoming confident in expressing their ideas and feelings in painting. staff provide a wide range of resources, and plan activities each day to enable children to explore a variety of colour and texture. Children enjoy singing and they know a variety of songs. They explore sounds from musical tapes daily. Role play is on offer though lack stimulation, and the development of sensory skills is limited.

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

OUTCOME OF THE INSPECTION

The provision is acceptable but has some significant areas for improvement. Children 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

- improve curriculum plans by indicating clearly what children are intended to learn from the activities provided, the role of adults, the resources to be used and which groups or individual the activities are targeted towards;
- develop assessments and written records by ensuring that these cover all aspects of the six areas of learning, b) information is used to inform the curriculum and plan for the next step of children's learning, c) share assessments with parents and carers, including comments from them about their children's development and progress outside playgroup;
- improve the programme for mathematical development though providing more opportunities for children to a) develop their knowledge and understanding of size and quantity though use of a variety of resources, b) extend their mathematical vocabulary, c) ensuring that four-year-old children in particular are encouraged to use their ideas to solve practical problems;
- continue to develop the programme for communication, language and literacy to a) enable children to talk and share their thoughts and experiences in a group setting, b) provide more opportunities for children to write for a variety of purposes, and keep samples of their writing to show progression over a period of time.

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.