



**Office for Standards  
in Education**

## **COMBINED INSPECTION REPORT**

**URN** 254134

**DfES Number:** 500526

### **INSPECTION DETAILS**

Inspection Date	21/06/2004
Inspector Name	Andrea Caroline Snowden

### **SETTING DETAILS**

Day Care Type	Sessional Day Care
Setting Name	Jessopp Road Playgroup
Setting Address	Jessopp Road United Reform Church Jessopp Road Norwich Norfolk

### **REGISTERED PROVIDER DETAILS**

Name	Julie Parker
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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

Jessopp Road Playgroup was established 35 years ago and is now registered to provide care for 26 children aged two to five years.

The playgroup meets in the United Reformed Church on Jessopp Road, in the city of Norwich and children attending are from the local area. The group use a large playroom, a smaller room for group stories and also have access to an enclosed outside play area. Toilet, kitchen and storage facilities are available. The playgroup opens from Monday to Thursday in the morning and Tuesday and Wednesday afternoon during school term time only. There are currently 43 children on roll, 14 are funded 4-year-olds and 5 funded 3-year-olds. There are currently three children on roll who have English as a second language and none who have identified special needs.

The playgroup is managed by a voluntary committee of parents and they employ six staff to work with the children. Three staff members hold a level three qualification and the group receives support from the Early Years Development and Childcare Partnership.

### How good is the Day Care?

Jessopp Road Playgroup provides good quality care for children.

There is an atmosphere of fun and the environment is welcoming. Displays of children's art work and attractively presented activities help make the room child centred. The children are happy and well settled and staff are kind and supportive. Children use a stimulating variety of play equipment, which occupies them well and contributes towards their development in all areas.

Staff deployment is generally good and ensures activities are appropriately supported, however on occasions at large group times, staffing is insufficient to support children in the activity. Interaction with children is good and staff have a warm rapport with them. Children have formed firm friendships and are confident

with staff and visitors. Staff know children's capabilities well and provide activities which challenge them and meet their individual needs. Children are able to choose whether or not to join in whole group games, but there are no alternatives to keep them occupied. There are good resources and activities to raise children's awareness of diversity and ability. Children are aware of the expectations of good behaviour and staff deal with issues positively resulting in children learning right from wrong.

Children's safety is paramount. Staff are well informed about health and safety issues and are vigilant. Good hygiene practices in the group protect children from the risk of infection and they are learning about personal hygiene and healthy eating habits through their daily routine.

Relationships with parents and carers is very good. Parents receive useful information and the key worker system enables individual issues to be discussed on a daily basis. Parental involvement in the group is actively encouraged. All the required record keeping is in place, however the operational plan is incomplete and children are not marked out of the register as they leave.

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

At the last inspection the playgroup was asked to introduce a staff appraisal system and to cut back stinging nettles in the outside play area.

Staff appraisals have been set up and staff have completed self assessment forms. They are being encouraged to think about their personal effectiveness and professional development, which will result in improving standards for the children.

The outside area is free of stinging nettles and children can play safely.

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

- The group works well with the local community. Many student placements are offered both to main stream pupils and pupils from special schools. Staff are effective in supporting all students and visitors in line with their equal opportunities policy. The children enjoy meeting new adults on a regular basis and quickly engage with them.
- Interaction with the children is very good. Staff work down at children's level, talk to them about activities and engage in general chatter. They listen to children with interest and value their contributions at group times.
- Children's health and safety is paramount. Staff encourage children to think about safety when using equipment and when moving around the playroom. They encourage children to think about hygiene and covering mouths and noses when sneezing and coughing.
- The written documents (policies and procedures), which the group presents to parents are thorough, well presented and easy to read. They have been developed in a professional manner and in consultation with the group members.

**What needs to be improved?**

- the register
- the operational plan
- the deployment of staff at large group time.

**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
2	Ensure children are marked out of the register as they leave.
2	Improve the operational plan in line with guidance to the National Standards.
3	Monitor staff deployment and adapt as necessary at large group times, to ensure children are supported. Provide alternative activities for children who may not want to join in large group games.

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

### **How effective is the nursery education?**

The provision for nursery education at Jessopp Road Playgroup is good. It enables children to make very good progress towards the early learning goals in their personal, social and emotional development and in their physical development, and generally good progress in all other areas of learning.

The quality of teaching is generally good. Staff work effectively as a team and they all have a generally good knowledge and understanding of the early learning goals. They use their observations of children to inform planning ideas and ensure they incorporate children's learning needs. However, children's assessment records do not identify the next steps to progress children's learning. The daily routine is well balanced between activities which are staff led and those which are initiated by children. Learning is firmly based on play and real life experiences.

The leadership and management of the playgroup is generally good. The committee, managers and staff work together to ensure the effectiveness of the playgroup. Joint meetings are held regularly and team work is evident. Staff are valued by management and they are encouraged to think about their professional development and personal effectiveness through annual appraisal. The playgroup receives support from a link teacher attached to the Early Years Development and Childcare Partnership. These meetings are used to assess progress and evaluate the groups strengths and weaknesses.

The partnership with parents is generally good. Parents are well informed about general issues in the setting via large notice boards and regular newsletters. They are informed about their children's progress verbally by their key worker and have access to their developmental records on request. Parents are encouraged to be actively involved in the group, and a rota system enables them to be involved in their child's learning. Parents are valued for their skills rather than for completing domestic tasks.

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

- Children's personal, social and emotional development is well fostered. They are happy, confident children who are excited to contribute and take part in activities. They are developing a sense of responsibility, for example in helping to tidy away the toys and equipment and self-help skills such as managing dressing up clothes and pouring drinks.
- Children's physical development is extremely well promoted. Staff plan for physical play in order to ensure variety, but they give children opportunity to play freely and have fun. Children are challenged by staff, for example they attempt skipping and the basket ball net is raised higher and higher.
- Relationships with parents and carers are positive. There is an effective

parental committee and the rota system appears to be very successful. Parents are actively involved in their children's learning and the playgroup recognise that parents are the first educators of their children.

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

- resources which support technology
- the frequency of which children use musical instruments
- children's assessment records.

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

Since the last inspection the group have made generally good progress in addressing the key issues. They have continued to develop partnerships with parents and ensure that they are informed about all aspects of the provision. Brochures and policies have been updated, curriculum plans are displayed on notice boards and the key worker system helps to keep parents informed of individual issues. Feedback from parents about the group is positive and evidence shows that they feel well informed about the group and education their child receives.

Staff have developed strategies for managing children's behaviour. A review of the behaviour management statement, shared with all staff, ensures that all are aware of agreed methods of discipline. Staff have attended training and regular discussion over any concerning issues with parents has resulted in children's behaviour being modified positively and children behaving well.

Staff have improved their understanding of the Code of Practice for identification and assessment of special needs. The group have appointed a special needs coordinator and she has attended training. Staff are aware of the process, ensuring that children with special needs are identified swiftly and have their needs catered for effectively.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children separate well from their carers and are confident and eager to engage in activities. Their self esteem is enhanced successfully through lots of praise and celebration for good work. Children behave well and understand the boundaries set by staff. They interact well together and seek out friends to join in their games. They co-operate with each other, sharing and taking turns. One child gives up her much loved dressing up outfit willingly and without prompt to allow another child a turn.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Imaginative play provides good opportunities for children to communicate together as they develop their stories. They are eager to contribute towards the group discussion about the trip to the zoo. Most children have good listening skills, although for some, the need to contribute overrides this. Some children make marks, attempting to write recognisable letters, whilst others write their names confidently and can copy simple words. Children handle books correctly, turning pages carefully.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children count confidently to 10 and some beyond. They sing number rhymes, raising an awareness of early addition and subtraction concepts. Staff encourage children to write numerals and help them recognise that some numbers hold personal significance. Children are involved in activities which enable them to match and sort. Staff help them to use positional language, for example talking about seating positions on the coach. Children recognise and name shapes in all areas of the curriculum.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children's design and making skills are developing well and they use a selection of construction materials imaginatively. They show an interest in the natural world around them and whilst outside, one child is heard talking to staff about ants and where they live, and if they bite. Children learn about different cultures, through celebrating different festivals and from having people visiting the group. However, resources which support children's learning in technology are limited.

**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Physical development is well promoted. There are good resources and children are challenged to practise and learn new skills. They steer trikes with precision, kick and throw balls accurately and are observed jumping, running and swinging skipping ropes. They are using small tools appropriately, for example, they use scissors to cut out shapes accurately. Assessments show staff draw children's attention to health issues and what happens to their bodies after exercise.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children's creativity is well fostered and they explore a wide range of media and methods. They paint freely on individual pieces with brushes and their hands. They enjoy mixing colours and express pride at the results. Group collages are centred on the current theme and children's art work is valued and displayed beautifully. Children enjoy singing. Musical instruments are sometimes available, but overall opportunities are too infrequent for them to explore and find out how sounds are made.

**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**

- provide more resources to support technology
- provide more frequent opportunities for children to use musical instruments
- further develop children's assessments, to ensure that they identify the next steps to progress children's learning.

*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.*