



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 140413

DfES Number: 585395

### INSPECTION DETAILS

Inspection Date 06/07/2004  
Inspector Name Vivienne Rose

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Devon Close Pre-School  
Setting Address Devon Close  
TOTTENHAM  
LONDON  
N17 9HR

### REGISTERED PROVIDER DETAILS

Name The Committee of Devon Close Playshelter 274031

### ORGANISATION DETAILS

Name Devon Close Playshelter  
Address Devon Close  
TOTTENHAM  
LONDON  
N17 9HR

## 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

Devon Close Playshelter pre-school opened in 1995. It comprises of a pre-school for children aged two to five years old.

The pre-school is open Monday to Thursday between 09:15 and 11:45 and 12:15 to 14:45 and on Fridays from 09:15 to 11:45 only. Currently 27 children attend the pre-school throughout the week. They are drawn from the local catchment area. The number of sessions the children attend vary according to the needs of the parents and the age of the child. One child speaks English as an additional language, but none have special educational needs.

There are 16 children who receive funding for nursery education they are all aged three.

The playgroup has sole use of their own building which offers a large hall and a small quiet room. The children have access to large secure outdoor play area.

The group is run by a parent management committee

There are three staff who work in the pre-school. All hold childcare qualifications either the Diploma in Pre-school Practice (DPP); or the National Vocational Qualification (NVQ): Early Years Child Care and Education Level 2 or 3. Staff are supported by parents on rota system on a daily basis. Staff receive support from an early years adviser from the Haringey Early Years Development and Childcare Partnership (EYDCP).

### How good is the Day Care?

Devon Close Playshelter provides a good standard of care for children. Most aspects of the provision are well organised and effective use is made of space and resources to ensure that children are well cared for. Staff are guided by a clear set of policies and procedures which are regularly updated and they work well as a team. The play environment is well organised and most resources are accessible to

children.

Regular risk assessments are carried out to ensure a safe play environment for the children. Some areas of health and safety particularly in the outdoor area require reassessment.

Staff provide a variety of planned activities, and resources are organised into the six areas of learning. There is an effective key worker system which enables staff to develop good relationships with the children and to know them well. The children show confidence and independence and persevere and complete tasks. But sometimes the activities lack challenge when the older and younger children are grouped together. Children generally behave well, take turns and co-operate with each other. However, when instances of challenging behaviour occur, in outdoor play and group times, staff lack consistency in how they encourage children to learn about rules and boundaries.

Staff have generally good relationships with parents and carers. They are given a set of policies and procedures about the group and there is regular informal contact with staff. All parents are encouraged to be involved in the group on a rota system and parents on the committee help make decisions about the day to day management. However, at present parents are given insufficient opportunities to be involved in the developmental progress of their children.

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

At the last inspection, the provider agreed to develop the operational plan to include all policies and procedures required to meet the National Standards. A new set of policies and procedures have been approved and implemented by the management committee and staff. These policies outline clearly the philosophy of the pre-school. They are available to parents on a daily basis.

The staff have still to devise a system, to involve parents in the record keeping and developmental progress of their children.

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

- Staff are warm and responsive to children they are interested in what children say and do and this is reflected in the children's confidence.
- Creative materials are accessible to encourage children's independence and choice.
- Staff involve themselves in children's role play to extend their imagination and ideas.
- The purpose built outdoor area is good feature of the group and children have good opportunities to develop their balance and co-ordination skills.

**What needs to be improved?**

- risk assessment of the outdoor area
- consistency in the management of children's behaviour
- the grouping of children
- information for parents

**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
6	Ensure that children have some privacy from the general public when using the outdoor area.
11	Ensure that children's behaviour is managed consistently

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

### How effective is the nursery education?

Devon Close Play shelter Playgroup provides acceptable nursery education. Children's progress towards the Early Learning Goals is limited by some significant weaknesses. Provision for knowledge and understanding of the world, creative, physical and personal, social and emotional development is generally good.

The quality of teaching has significant weaknesses. Staff plan a variety of activities for children, but their understanding of the early learning goals and how to use the activities to help children progress towards these is limited. The grouping of children sometimes limits older children's opportunities to learn about mathematical problem solving. How children learn about pre-writing skills and reading skills lacks opportunity and consistency. Children's use of books is limited by the positioning of the book area which is not used regularly by the children.

There is a generally good balance of free play and adult led group times and activities are set out in stimulating ways, for example the creative play area, which gives the children opportunities to mix their own paint and to develop a choice of materials. Good support is given to children with challenging behaviour and all children are included.

The leadership and management has significant weaknesses. A committed staff team has been developed in spite of funding difficulties. However the monitoring and evaluation of the setting is not sufficiently effective to address the weaknesses in teaching. As a result children miss potential opportunities for learning.

Partnership with parents has significant weaknesses. Parents are informed about the curriculum through activity displays. They have little knowledge of the foundation stage and the early learning goals and they do not contribute to the children's progress and development. Staff plan to address this in the near future.

Parents are actively involved on the management committee and on a daily basis.

### What is being done well?

- Staff provide good opportunities for the children to develop creative skills ,resources are organised to develop independence and choice.
- Children's personal, social and emotional development is fostered well . The children are able to concentrate and complete tasks.
- Staff spend time listening and being involved in children's play which supports their learning and encourages their communication skills and imagination.
- Children's large physical skills are promoted effectively through regular access to outdoor play facilities.

**What needs to be improved?**

- planning for activities with clear learning intentions that will enable children to move towards the early learning goals
- the teaching of mathematical, early writing and reading skills
- monitoring and evaluating the quality of teaching
- the grouping of children to allow full participation and learning
- opportunities to explore, investigate and find out how things work.

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

Limited progress has been made since the last inspection on addressing the key issues raised.

Staff have sought the advice of the an early years development worker and planning now covers all six areas of learning. However, the learning intentions for activities are still not clearly identified. As a result children are not gaining all they could from the activities provided.

The opportunities for children to develop pre-writing and reading skills has been improved however, the methods used to encourage children's awareness of letter recognition and their sounds in not consistently presented by staff and is confusing for children.

The emphasis on mathematics and problem solving activities using every day situations is still not fully achieved by staff and opportunities for learning are missed.

Information is displayed for parents about the curriculum provided , but parents still do not contribute formally to their child's progress and development . However, the staff have plans to establish this in the future.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are independent, able to select their own resources and manage their own needs very competently for example when using the toilet facility independently. Many children have developed good friendships and older children relate well to younger children. They confidently approach staff and make their needs known to them. Children generally behave well and they can take turns and share.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Significant Weaknesses

Children are confident and enthusiastic about communicating with staff and each other. Children recognise the sounds of letters and confidently select their own name when playing the name game. They respond with interest at story times but are less interested in looking at books independently. Children's progress in developing early reading and writing skills less well fostered by staff. The opportunities for children to practice writing for a purpose is limited.

### MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children are gaining an understanding of size, weight and capacity through activities such as talking about the biggest bucket and the smallest bucket and making tall towers. Children count the portholes in the boat and most children can count to 10. However opportunities are missed for the children to consolidate their understanding of number, by practical problem solving, adding and subtracting in daily routines.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children explore the natural world, they visit the local park and shops. They look at insects in the garden and use natural materials. There are fewer opportunities for investigation and exploration. Children demonstrate confidence when using the computer. They make maps about the local environment and talk about the features of the local area and the wider world. Children's interest in design and making things is supported when making paper planes to support the theme of transport.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Outdoors and indoors children are set challenges to develop their large physical skills. Good co-ordination is used when playing ball games and for the balancing and climbing equipment. However, staff do not always effectively help children learn an awareness of space and how this affects others when playing in the outdoor play area. Staff effectively explore themes to encourage the children to understand why we need to stay healthy and talk about the foods that are good for you to eat.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children participate enthusiastically in imaginative play and make up stories and develop ideas. The dressing up area is well organised for the children. Children mix their own paints and enjoy spending time gluing with a variety of materials and resources. They enjoy repeating the 'Bear Hunt' story and can guess what comes next in the storyline although sometimes younger children are less focused which distracts older children's learning.

**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's 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**

- Ensure that staff have a secure knowledge of the foundation stage, developmental stepping stones and early learning goals.
- Ensure that planning for the educational programme clearly identifies the intended outcomes for the activity in terms of what children are expected to learn; ensure that links are made between the stepping stones and the early learning goals for individual children.
- Introduce a system to monitor and evaluate the quality of teaching to develop knowledge and consistency in the recording of children's progress and development; and share this information with parents.
- Provide more practical opportunities for children to problem solve including simple addition and subtraction; and to practice pre-writing skills and writing for a purpose.

*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.*