



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 118541

DfES Number: 517919

INSPECTION DETAILS

Inspection Date	02/07/2003
Inspector Name	Deborah Ann Benn

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Harold Wood Methodist Church Pre School Playgroup
Setting Address	The Drive Harold Wood Romford Essex RM3 0DU

REGISTERED PROVIDER DETAILS

Name	The Committee of Harold Wood Methodist Church Pre-School Playgroup
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ORGANISATION DETAILS

Name	Harold Wood Methodist Church Pre-School Playgroup
Address	Harold Wood Harold Wood Methodist Church The Drive Romford Essex RM3 0DU

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

Harold Wood Methodist Church Pre-school Playgroup has been operating since 1978. It is closely linked to Harold Wood Methodist Church and the playgroup has a Christian ethos, no priority is given to children from Christian families and all members of the community are welcome. The management committee is the provider of day care with a suitably qualified manager in day to day charge.

The playgroup operates from two rooms in the church hall premises, the Christopher Shargool room and the Church lounge which interlink. The group also have use of the top hall and a fenced outside area.

There are currently 46 children on the total roll with a maximum of 26 children attending each session. This includes 14 funded four-year olds and 18 funded three-year olds.

The playgroup has experience of providing support for children learning English as an additional language.

There are seven staff in total with a minimum of five and more usually six present at each session. The majority of staff hold a relevant qualification in child care and education to National Vocational Qualification (NVQ) level 2 or 3 and all staff attend training workshops. Currently no children with identified special educational needs attends the group, however the playgroup have had experience of providing support in this area in the past and work closely with the local Early Years Development Childcare Partnership special educational needs advisor.

The playgroup operates term time only, Monday to Friday from 09:30 to 12:00. On Wednesday and Thursday pre-school children bring packed lunches and have an extended session to 13:30.

How good is the Day Care?

Harold Wood Church Pre-school Playgroup provides good care for children.

The staff work well together as a team. Weekly meetings, clear planning and staff deployment ensure that all staff are clear about their roles and responsibilities. The majority of staff hold an appropriate qualification and all attend ongoing training. All required records are clear, current and appropriately stored, however some areas of documentation are lacking in detail.

Staff prioritise children's safety. There is a written risk assessment and staff check all areas used by the group daily before the children arrive. Equipment is regularly checked, cleaned and maintained. There is a high adult:child ratio ensuring that children are well supervised at all times.

A wide range of well planned activities are provided at every session. These build on children's natural curiosity and are adapted to challenge and extend older and more able children. Children are stimulated and kept appropriately occupied throughout the session. There is a wide range of good quality play equipment provided, however equipment reflecting diversity is limited on a daily basis.

The playgroup works closely in partnership with parents and actively encourages their input and ongoing communication. There is an effective key worker system in place to support this. Parents are well informed about their child's daily routine and progress as well as themes and topics to be covered and ideas for linked activities at home.

What has improved since the last inspection?

At the last inspection actions were made requiring that the playgroup improve hand washing facilities, ensure that the external door was safe and formulate a written outings policy. All these have been addressed appropriately. There are now hygienic hand washing facilities provided in the play room; the external door has a high catch and a written outings procedure is included in the policies and procedures.

What is being done well?

- Children take part in a wide range of well planned activities resourced by ample good quality equipment (Standard 3).
- Very good use is made of the space available, the playrooms are brightly decorated with children's work and appropriate displays. Activities and resources are invitingly laid out with clear areas and ample space to ensure children can access them easily (Standard 4).
- Snack time is well utilised; varied and nutritious snacks are available and link in with themes and topics. Children's independence and social interaction is encouraged and the "rolling snack bar" system ensures that children's opportunity to take part in activities is maximised (Standard 8).
- There is an extremely effective partnership with parents. Parents can make an appointment to speak with Keyworkers between set times daily, as well as receiving written assessments of their child's progress. Each child has a home/playgroup note book to ensure that all relevant information is passed to parents and to encourage ongoing and open communication (Standard 12).

What needs to be improved?

- children's daily access to resources reflecting different cultures (Standards 5)
- documentation, the written complaints procedure in order that parents know how to contact the regulating authority and the child protection procedures in order that they include procedures to be followed in the event of an allegation being made against staff (Standard 14)

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
5	ensure that children have daily access to an appropriate range of activities and resources that promote equality of opportunity and anti-discriminatory practice;
12	make available to parents a written statement that provides details of the procedure to be followed if they have a complaint which includes how to contact the regulator;
13	ensure that the child protection procedure for the playgroup includes procedures to be followed in the event of an allegation being made against a member of staff or volunteer.

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

How effective is the nursery education?

Harold Wood Methodist Church Pre-school Playgroup offers high quality nursery education where children enjoy learning through a wide variety of interesting and stimulating activities. Effective teaching helps children make very good progress towards the early learning goals in all six areas of learning.

The teaching is very good and staff demonstrate clear knowledge of how children learn and the early learning goals. They use their knowledge to plan and provide an inclusive and varied curriculum programme. The integration of children with special needs is good and is built around working closely with parents and outside agencies. Children with English as an additional language are supported, through a range of strategies.

Staff show positive management of children's behaviour. Much of the success of the setting is due to clear leadership and a well structured management system. There is a strong commitment to ongoing staff development and improving the nursery education. The partnership with parents and carers is very good. They are provided with very good quality information about the setting and its provision. Keyworkers regularly meet with parents to discuss children's achievements and progress and plan future activities and goals for the children.

What is being done well?

- Children's personal, social and emotional development is very good. They are confident, independent and interested to learn.
- Staff's clear understanding of the early learning goals helps them to develop interesting, well planned and challenging activities for the children.
- Partnership with parents is very good and staff work very hard to inform parents and carers of their children's development, achievements and progress.
- Leadership and management are strong and help support very good teamwork.

What needs to be improved?

- the use of activities and resources to extend children's learning of different cultures and beliefs.

What has improved since the last inspection?

The setting has made very good progress since the last inspection. Organisation of

the book corner allows children to access the books easily, enhancing the provision for developing early reading skills. Staff have regular appraisals which have identified any training needs, enhancing the practice of the setting.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children make very good progress in personal, social and emotional development. They confidently express their needs and ideas and relate well to each other and adults.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's progress in this area is very good. They are confident speakers and engage easily in conversations with each other and adults. Children show confidence in writing and practise writing through a range of practical activities.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children's progress in this area is very good. Their counting skills are developing well and they can count up to ten. Children learn to use numbers in practical activities and show an understanding of shape number size.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children's progress in this area is very good. They have a range of activities to help them explore technology, different cultures, the natural world and features in their environment.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children's progress in this area is very good. They move confidently and show competent balance, spatial awareness and co-ordination. They show confidence and increasing control and skilful use of hand tools, objects, construction equipment and malleable materials.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children's progress in this area is very good. They show free imaginative expression through a diverse range of planned activities.

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- evaluate and extend provision for children to learn about other cultures and beliefs on a daily basis.

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.