



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 137339

DfES Number: 517762

INSPECTION DETAILS

Inspection Date 22/01/2004
Inspector Name Sandra Rosemary Pierce

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Royston Playgroup
Setting Address High Street
 Penge
 London
 SE20 7QR

REGISTERED PROVIDER DETAILS

Name Ms Sally Taylor

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

Royston Pre-School opened in 1968. It operates from three rooms within purpose built premises on the grounds of Royston School, which is situated in the Borough of Bromley.

There is an enclosed playground for outdoor activities. The pre-school serves the local community.

There are currently 57 children from two and a half to five years on roll. This includes 37 funded three and four year olds. The group has provision for children who have special needs and supports children who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 08.55 until 11.50 Monday to Friday and from 12.45 until 15.15 Tuesday to Friday.

Eleven part time staff work with the children. All have early years qualifications. One staff member is currently on a training programme. The setting is affiliated to the Pre-School Learning Alliance and receives support from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Royston Pre-School offers good quality care for children.

The accommodation is bright and well maintained and there is a wide range of activities that support all areas of children's development. Staff organise the provision thoughtfully, making good use of space, resources and routines to create a stimulating child orientated environment.

Children are happy and well cared for. Staff are calm, relaxed and friendly in their management of the children. They have sound knowledge of each child's individual needs and foster children's independence and social development. Children behave well. They share and co-operate with each other and with adults. Staff have a good

understanding of health and safety issues and are vigilant about children's well being both inside and outside the premises.

The management committee and staff members work well as a team, following an agreed set of comprehensive policies and procedures that they understand and consistently implement. The documentation is thorough and very well organised, although some of the policies and procedures are due for review.

The pre-school establishes strong links with parents and carers. Parents participate in the group through being members of the committee, assisting at sessions and with fund raising.

Parents and carers value the effective systems for communication that are in place and parents are regularly informed about their children's progress.

What has improved since the last inspection?

At the last inspection the management committee and staff agreed to develop their policies, procedures and training and appoint named members of staff to ensure safe management of children within the group.

The group has successfully implemented procedures for recruitment and registration of staff members, naming a deputy, health and safety officer and a designated member of staff for behaviour management. There are policies and procedures for lost and sick children and staff members have all completed Child Protection awareness training.

What is being done well?

- The premises are maintained to a high standard and staff provide a secure, stimulating and caring child-centred environment that is carefully planned and organised to maximise opportunities for children to learn.
- There is a wide range of resources that support purposeful play. Many of the toys, books and posters reflect positive images of culture, disability and the world around us. The organisation of the equipment provides children with opportunities to be independent and make their own choices.
- There is a strong commitment to staff training. All staff members have first aid and child protection awareness training and they are vigilant as a team for ensuring children's health and well being.
- Staff members manage behaviour in an appropriate way and re-enforce children's self esteem with praise and encouragement. For example, they thank the children for their help and assistance during tidying up time.
- The group has a formulated and clearly collated set of policies and procedures setting out aims and objective for effective operation. These are developed by staff and management committee and are available for parents to view. Staff and parents share information on a regular basis which helps to build good relationships and ensure children's individual needs are met.

What needs to be improved?

- the wording within the health and safety and complaints policies where the role of the Local Authority is confused with that of Ofsted
- the review of risk assessments to ensure all aspects of the provision are covered and recorded.

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	review risk assessments on a regular basis to ensure all aspects of the provision are covered and recorded;
14	clarify the role of Ofsted in written policies relating to complaints and health and safety.

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

How effective is the nursery education?

Royston Pre-school offers very good quality education. The setting helps children enjoy learning through a broad range of activities. The teaching helps children make very good progress towards the early learning goals. Staff show a clear knowledge of how children learn and set appropriate challenges to extend their understanding. Staff plan and provide a range of interesting and well thought out activities to ensure that children progress in all learning areas. Mathematical skills are developed through a varied programme that includes making good use of practical, everyday routines to aid children's mathematical language. Children respond well to the staff's use of agreed codes and skilful management of behaviour. High expectations along with a variety of strategies encourages good behaviour in the children. This includes plenty of praise, encouragement and staff act as good role models.

The quality of teaching is very good, staff assess the children's learning and make sound observations that are added to each child's profile. This informs the planning and progress for the key worker system that is used to share information with parents.

The Leadership and Management is good. The parent-led management committee has charitable status. It supports the pre-school to maintain a very good service that ensures that the pre-school links with the whole school community. The management committee works with the play leader to formulate policies for recruitment and has an effective self-appraisal systems in place. The play leader is responsible for planning the curriculum and meets regularly with her staff team. A visible strength of the staff team is that they well work together. There are good arrangements in place to support the pre-school with fundraising and staff training and development.

Partnership with parents is good. A range of information is provided including a well written prospectus and termly newsletters, and 'concerns sheet' for parents.

What is being done well?

- The staff team are enthusiastic and work well together, as a result children are very confident, motivated to learn and behave well.
- Children speak and listen confidently and use language to express their opinions and enjoy complex conversations and negotiate with their peers and staff. They are progressing well in reading and writing to the extent that many copy letters and write their names and simple words.
- Children count with confidence, write and recognise numbers and are developing mathematical language through their every day routine and play
- Staff effectively observe and identify children's learning needs and provide

activities to progress children along the stepping stones. They set appropriate challenges and extend their learning.

What needs to be improved?

- opportunities for quiet and less able children to benefit from the full range of activities offered.

What has improved since the last inspection?

At the last inspection there were three key issues to address. To enhance the planning by providing extension activities for those children who make quick progress. After outdoor play, four-year-old extension group separates off into focused activity to extend their skills and understanding. This is led by an experienced staff member who sets appropriately challenges for the children.

In the area of personal, emotional and social and in the knowledge and understanding of the world, they were to provide more opportunities for children to explore and initiate their own creative play. It is observed that children now access a wide choice of materials freely and select their own tools such as scissors and glue. Children produce an interesting range of models and artwork.

Finally, the special needs policy was to be made available to staff parents and carers. A written special needs policy is now available to parents and staff. It is clearly written outlining the definition of special needs, aims and objectives, a special needs co-ordinator (SENCO) is in place and her responsibilities include advising and supporting and advising other practitioners, having appropriate individual education plans (IEP's) in place, ensuring that relevant background information about the child is recorded and updated with area SENCO and parents.

There is a clear procedure outlined for the identification and assessment and review having regard to the code of practice for SEN.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress in the area of Personal, social and emotional. Children speak with confidence and interest in activities. They are talking, listening and negotiating with other children as well as with the adults around them. The children are well behaved and understand and respond well to the agreed codes. Children are keen and excited about contributing to activities and make choices and suggestions with enthusiasm.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are making very good progress in the area of communication, language and literacy. They are routinely linking letters to sounds through daily 'circle time' activity, recognising that print carries meaning and using books for pleasure, retelling stories as well as for finding information related to themes. Children are practising skills in writing for a variety of purposes, and are making recognisable letters and captions and staff use 'words of the week' to extend their vocabulary.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress in the area of mathematics. They are familiar with numbers and count regularly up to 10 and beyond. Children use prepositional language such as high/low, they compare numbers, and are confident about naming shapes. Children are engaging in simple adding and subtracting and are problem solving with weights, measurement, capacity and volume.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are making very good progress in the area of knowledge and understanding of the world. Children explore and investigate living things and are learning about similarities and differences in the life patterns of animals and insects. They design and construct with a range of resources both natural and artificial and play with programmable toys and a computer. Children gain access to the wider community and beliefs through cultural events, outings and visitors into the pre-school.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress in the area of physical development. Children using a wide range of large and small equipment both indoors and outdoors such as climbing frames, slides, bikes and buggies, they express themselves through movement to music cassettes, group games. They play with malleable products such as sand, play dough. Children move confidently with good control and coordination, showing awareness of space between themselves and others.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children are making very good progress in the area of creative development. Children play imaginatively and express themselves using all their senses. Children use a range of materials and tools such as scissors and spatulas. Children produce tangible exhibits of differing shapes, textures in different forms. Children are provided with many opportunities of imaginative experiences through stories and puppets, singing and make-believe play.

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:

- Point of consideration
- Devise a method of ensuring that quiet and less able children experience the full range activities.

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.