



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN EY254180

DfES Number: 500341

INSPECTION DETAILS

Inspection Date 15/11/2004
Inspector Name Andrea Caroline Snowden

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Eaton Elephants playgroup
Setting Address Duverlin Close
 Eaton
 Norwich
 Norfolk
 NR4 6HT

REGISTERED PROVIDER DETAILS

Name Mrs Jill Ann Gibson

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

Eaton Elephants Playgroup was established over 35 years ago and has been run by the current owner for 7 years. It operates from a mobile classroom within the grounds of Fairway First School in Eaton, on the outskirts of Norwich. A maximum of 26 children may attend the playgroup at one time. The playgroup is open during school term time between the hours of 09:00 and 15:00 on Monday and Friday and 09:00 and 12:00 on the remaining days.

There are currently 42 children on roll. Of these, 20 children receive funding for nursery education. Children come from the local community. The playgroup supports children with special needs and those with English as a additional language. There are currently no children attending with identified special needs. There are two children who have English as an additional language.

The playgroup proprietor employs seven staff and she also works in the setting. Two of the team hold relevant childcare qualifications and others have attended a selection of workshops.

How good is the Day Care?

Eaton Elephants Playgroup provides good quality care for children.

The children are happy and confident and there is a warm rapport between staff and children. The play room is welcoming and very attractively arranged, to create a child centred environment where children are well settled. The setting is very well resourced, providing children with opportunities to thrive in their development. Staff are experienced in working with children and the training programme continues to help staff to achieve qualified status.

The staff interact meaningfully with the children and they promote self esteem through praise and encouragement. They support children appropriately, ensuring that activities are child centred. The setting positively fosters children's awareness of diversity through a range of excellent displays, resources and activities. Children

with special needs are effectively supported and the setting promotes their development and welfare appropriately. Children are learning right from wrong through staff using explanations; as a result behaviour is good.

There are thorough procedures in place to ensure children are safe and well cared for and safety issues are reinforced with children during their daily routines. A healthy eating policy is in place and children enjoy snack time. They are all well versed in routines concerning personal hygiene. Staff are clear about policies and procedures and are able to protect children.

The relationship with parents is very strong. There is a daily exchange of information and the colourful displays and children's scrap books help keep parents informed about what their children have been doing. The setting prides itself in working in partnership with parents and recognises them as the child's primary educator. Record keeping and documentation is generally good, although the operational plan and some policies are not up-to-date.

What has improved since the last inspection?

At the last inspection the setting was asked to continue with the training programme, ensure those preparing food were aware of regulations, obtain a medication log book and an incident book and ensure the policy document was updated to contain relevant information.

One member of staff embarked on training, but the course was found to be unsatisfactory and an alternative is currently being sought. However, staff continue to attend training workshops in the mean time to ensure current ideas are used in the setting.

The proprietor has attended a basic food hygiene course to ensure that regulations concerning food are adhered to in the setting.

A medication book has been set up so that parental permission is sought to administer medication and parents are aware of the details of the administration, thus protecting children. An incident record has also been set up to record any issues which may effect the group and to enable them to reflect on how to deal with these situations.

The policy document was updated, giving parents and staff a clear view of the procedures in the setting, however these still require further modification as change occurs regularly.

What is being done well?

- Interaction with the children is good. Staff gain eye contact and work at the children's level. They chat to children in a relaxed manner and children respond positively. There is an atmosphere of fun and lots of smiles.
- Safety in the group is considered carefully. Staff reinforce their thoughts on safety with the children, for example asking them 'why don't we run down the

slope?' and talking about the danger of matches when a staff member lights the birthday cake.

- Children's awareness of diversity is exceptionally well promoted. There are beautiful displays, which children look at and talk about, along with a wide selection of play resources. There are planned activities, which frequently enable children to look at different countries.
- The setting is particularly well resourced with high quality play equipment and much of this is stored at a level where children can see and choose with guidance, therefore promoting choice and independence.

What needs to be improved?

- the level of qualified staff working in the setting
- the operational plan and policy document.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There are no complaints to report.

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	Continue with the training programme to ensure that staff gain the relevant qualifications in order to comply with the National Standards For Under 8's Day Care And Childminding - Full Day Care.
14	Undertake a review of your operational plan and policies on recruitment, complaints and child protection to ensure they contain relevant

	information.
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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 Eaton Elephants Playgroup is good. It enables children to make very good progress towards the early learning goals in communication, language and literacy, knowledge and understanding of the world and creative development and generally good progress in all other areas of learning.

The quality of teaching is generally good. Staff promote children's interest in activities with encouragement and by using praise to develop their confidence. They help children to share, take turns and co-operate. Learning is firmly based on play and first hand experiences and the session is balanced to allow children time to pursue their own interests as well as adult led activities. Staff have a reasonably sound understanding of the early learning goals and are involved in curriculum planning, observation and assessments. Assessments of children's progress do not always highlight children's next steps for learning and the curriculum planning does not identify any differentiation for more or less able children.

The leadership and management is generally good. The proprietor values her staff and encourages them to consider their professional development through annual appraisal and training reviews. There is a team spirit which ensures standards are maintained if the proprietor is not present. The proprietor evaluates the settings strengths and weaknesses and modifies practice as necessary. She is confident in her staff. She has forged positive links with the reception year teacher at school.

Partnership with parents is generally good. Parents receive good information about the setting. A comprehensive brochure gives information about children's learning and sets out the ethos of the group. Notice boards display planning and parents are aware of the foundation stage curriculum their children are following. Parents ask to see their children's records as these are not sent home routinely.

What is being done well?

- Children's learning in communication, language and literacy is well promoted. Staff are effective in introducing letter sounds, and extending children's language skills in planned and unplanned activities.
- Knowledge and understanding of the world is an area of learning which is thoughtfully and creatively delivered. As a result children are excited and interested, for example in the magic snow. The stimulating activities planned in this area ensure children learn effectively.
- The partnership with parents is effective, and parents state that they find the setting welcoming and staff approachable. Parents are encouraged to be involved in their children's learning and contribute to their scrap books with art work done at home.

What needs to be improved?

- children's assessment records and identification of differentiation in curriculum planning
- opportunities for children to develop an awareness of health and body issues and to practice solving number problems.

What has improved since the last inspection?

The setting has made generally good progress in addressing the key issues raised at the last inspection.

At the last inspection the setting was asked to provide children with more opportunities to write their names with adult guidance, provide more emphasis on planning and resources to develop children's awareness of other cultures and extend the provision in creative development to include the exploration of music.

Opportunities are frequently provided by adults, for children to write their names with their guidance. They are encouraged to write their names on their art work and writing materials are freely available to help children learn in this area.

Children are able to learn about other cultures because the setting has provided an excellent display of posters, resources and planned activities.

Children use musical instruments and explore sound, and although not available at every session, music is featured in the setting.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children separate from their carers with ease and quickly settle to activities. Friendships have formed and they share equipment well. They are confident and instigate their own games using available resources. Children take care in their environment and are eager to help tidy away the activities. Their self help skills are developing well and they are aware of their personal care routines, however these skills are not extended to allow them to pour their own drinks.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Imaginative play provides good opportunities for children to communicate together as they make up their own stories. Children learn to recognise their names and this is reinforced well by staff, for example by using name cards at snack time. Children's emergent writing skills are appropriately fostered and the provision of notepads beside telephones is one way this area of learning is supported. Children are well aware of how books 'work' and role play reading them to the other children.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are confident in their counting and in a group can count to 20. They are beginning to recognise numerals and those which have personal significance to them. There is much discussion led by staff concerning number, however there are not enough opportunities made by staff to look at number problems in unplanned activities. Children are familiar with shapes and some attempt to draw circles and rectangles. They are able to sort and match with ease.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Learning is firmly based on practical activities such as planting and nurturing, following life cycles and taking nature walks. Children are introduced to different materials and helped to explore and investigate their properties and observe changes, for example the ice melting to water in the topic 'Detecting Winter'. They do this with great interest. Children use technology to support their learning in other areas and there are many opportunities for children to design and construct.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children's fine motor skills are developing well and they expertly handle and place small objects. Children enjoy building, joining and fixing out of blocks, gears and using small tools. The pre-school is well served for outdoor play areas and children enjoy running into the space. They practise and refine their climbing and balancing skills with appropriate use of an indoor climbing frame. Children's awareness is not drawn to the effects of exercise on their bodies, or how their bodies work.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Creativity is well fostered. Children have very good opportunities to use their imagination both within role play and in arts and crafts activities. They draw freely and are encouraged to talk about their work, which is valued by staff and used in displays or in their individual scrap books. Wall displays evidence group collage work, in which children have clearly experimented with different media. There are appropriate opportunities for children to respond to what they feel, hear and touch.

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

- Ensure children's assessments consistently identify the next steps for children's learning, and that curriculum planning identifies differentiation in activities for more or less able children.
- Ensure that the educational programme in physical development and mathematical development is extended to raise children's awareness of health and body issues and that children have more frequent opportunity to practise their number solving skills.

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.