



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 118553

DfES Number: 551203

INSPECTION DETAILS

Inspection Date 22/09/2003
Inspector Name Caroline Preston

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name North Romford Community Association Playgroup
Setting Address North Romford Community Centre
Clockhouse Lane, Collier Row
Romford
Essex
RM5 3QJ

REGISTERED PROVIDER DETAILS

Name The Committee of North Romford Community Association
303072

ORGANISATION DETAILS

Name North Romford Community Association
Address North Romford Community Centre
Clockhouse Lane, Collier Row
Romford
Essex
RM5 3QJ

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

North Romford Community Association playgroup opened in 1970. It operates from one large room within the community centre and has access to a fully enclosed outside play area. The playgroup serves the Collier Row area.

The Playgroup is registered to provide care for 24 children aged from two to under five years per session. There are currently ten children on the roll. This includes two funded three-year-olds and no funded four-year-olds. There are no children currently attending the group who are learning English as an additional language.

The Playgroup is open Monday to Friday 09:30 to 12:00 term time only.

Five staff work with the children at every session. Three staff hold an appropriate early years qualification and one is currently attending training. Staff attend additional training and workshops provided by the Early Years Development Childcare Partnership (EYDCP).

How good is the Day Care?

North Romford Community Association Playgroup provides satisfactory care for children.

Children are kept safe and are given a range of play equipment to develop and learn from, however the planning of activities could be improved to better support the needs of the individual children attending the setting. The group have an effective range of play equipment that reflects equality of opportunity and anti-discriminatory practise.

Snacks are provide for children, however a choice of nutritious snack is not available. Hygiene levels are satisfactory although the children are not encouraged to wash their hands before eating or touching food.

The staff have high expectations of children's behaviour which is good. Staff have undertaken training to care better for children with Special Educational needs.

Partnership with parents is effective and parents stated they feel comfortable and welcome in the group. Information for parents about the setting and about their children's progress is available. All documentation is maintained and well stored.

What has improved since the last inspection?

At the last inspection the group agreed to review policies and procedures, provide drinking water at all times, undertake first aid training, have regard for the Special Educational Needs Code of Practice, keep parents informed about children's activities and to improve the planning of activities. All actions have been met fully apart from the planning of activities, this area needs further improvement and has been raised as an action.

What is being done well?

- Effective relationship with parents, staff are approachable and friendly;
- Good range of play equipment that reflects equality of opportunity and anti-discriminatory practice.

What needs to be improved?

- the nutritional value and variety of snacks;
- handwashing before touching/eating food;
- staff's use of observation and assessment to progress children's individual learning.

Outcome of the inspection

Satisfactory

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 must take the following actions by the date shown

Std	Action	Date
3	Devise a system to ensure observations of what	30/07/2004

	children do affect the planning and implementation of activities to support children's learning and development.	
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The Registered Person should have regard to the following recommendations by the time of the next inspection	
Std	Recommendation
6	Improve children's hygiene practice (in this instance washing hands before snack time).
8	Children to be provided with nutritious snacks.

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

How effective is the nursery education?

Children's progress towards the early learning goals is limited by some significant weaknesses in the provision.

Teaching has some significant weaknesses. Written plans do not reflect a clear understanding of the early learning goals and activities are not extended to encourage and stimulate children's thinking. Relationships between staff and children are good and children's behaviour is good in response to the staff's use of praise and the setting of appropriate boundaries and expectations.

Leadership and management has some significant weaknesses. The manager recognises that the whole of the staff team have training issues, including herself and is hoping to make use of training put on by the Early Years Development Childcare Partnership. The manager has not yet developed an ongoing system for reviewing the effectiveness of the playgroup's practice.

Partnership with parents is generally good. Parents are comfortable in the setting and state that staff are approachable and welcoming, they are aware of their child's keyworker and systems are being developed to keep parents informed of their child's progress.

What is being done well?

- Children's daily access to resources and play equipment which promote their learning regarding awareness of different cultures and beliefs.
- Systems are in place to include parents in their child's learning and to keep them informed of their child's progress.

What needs to be improved?

- the staff team's understanding of the Foundation Stage and the planning of activities to ensure that all aspects of the early learning goals are included and children's learning is extended ;
- the provision of programmable toys and communication technology to support children's learning;
- the provision of more opportunities for children to use their imagination and express themselves through dance, music and design;
- children's daily access to activities and equipment which help to develop their gross motor skills and give opportunity for them to climb and balance;
- staff's extension of activities to help children to link sounds and letters, practise their writing and use mathematical ideas to solve practical problems .

What has improved since the last inspection?

This is the first inspection of funded nursery provision at this setting.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children's progress in this area is generally good. Children approach staff confidently and express their needs. Children are friendly and inclusive in their play and their behaviour is good. Children can select freely from the activities available although snack time is adult directed with the children having no opportunity to develop independence in serving themselves or others.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Significant Weaknesses

Children's progress in this area has significant weaknesses. Good quality books are available however these are not well displayed or utilised. Staff do not extend children's learning by encouraging them to link sounds and letters or extending their vocabulary. Children have regular access to writing materials but are not encouraged to practise their emergent writing skills in daily activities.

MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children's progress in this area has significant weaknesses. Children are able to count confidently, however they are not encouraged to recognise numerals or to use mathematical ideas and methods to solve practical problems.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Significant Weaknesses

Children's progress in this area has significant weaknesses. Children have daily access to toys and resources helping them to learn about other cultures and beliefs. However, they have limited opportunity to learn about living things, their local community or to use technology to support their learning.

PHYSICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children's progress in this area has significant weaknesses. Children do not have access to equipment and activities encouraging them to balance and climb or to practice large motor skills when the garden is not available. Children have too few opportunities to learn about keeping their bodies healthy.

CREATIVE DEVELOPMENT

Judgement: Significant Weaknesses

Children's progress in this area has significant weaknesses. Children have frequent access to role play equipment and use their imaginations in play. However, art activities are very adult directed with little opportunity for children to develop their own ideas or explore different textures and the use of music and dance minimal.

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 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 all aspects of the early learning goals are sufficiently covered in planning and that staff understand how and what children are learning from the activities provided and their role in that;
- provide more opportunities for children to link sounds and letters and practice their writing skills in every day activities;
- provide more opportunities for children to use mathematical ideas and methods to solve practical problems;
- provide opportunity for children to have access to programmable toys and communication technology to support children's learning;
- provide more opportunities for children to use their imagination and express themselves through dance, music, art and design;
- increase children's daily access to activities and equipment which help to develop their gross motor skills and give opportunity for them to climb and balance.

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.