



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 128492

DfES Number: 516890

INSPECTION DETAILS

Inspection Date	24/09/2003
Inspector Name	Kay Williams

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Wells (All Saints) Playgroup
Setting Address	Inman Row Woodford Green Essex IG8 0NH

REGISTERED PROVIDER DETAILS

Name	The Committee of Wells (All Saints) Playgroup 1021742
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ORGANISATION DETAILS

Name	Wells (All Saints) Playgroup
Address	All Saints Church Inman Row Woodford Green Essex IG8 0NH

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

Wells (All Saints) Playgroup opened in 1963. It operates in the church hall located in Woodford Green, and occupies two activity rooms, whilst gaining access to an adjacent larger hall twice a week. There is an outdoors area available for playgroup use. The local area is predominantly residential and situated on the outskirts of Epping Forest. Local amenities include; shops, a library and good public transport links.

There are currently 57 children from 2 to 5 years on roll. This includes 10 funded 3 year olds and 2 funded 4 year olds. The setting has supported children with special educational needs and is currently supporting a number of children who are learning English as an additional language.

The group opens each weekday during term time only. Sessions are from 09:20 until 12:00 with afternoon sessions running between 13:00 until 15:00 on Wednesday, Thursday and Friday.

Ten part time staff work with the children. Over half the staff have early years qualifications to level 3 equivalents. Two staff are currently working towards recognised early years qualifications. The setting receives support from a teacher from the Early Years Development and Childcare Partnership. They are also a member of the Pre-School Learning Alliance.

How good is the Day Care?

The setting provides good quality day care for children.

The playgroup is well managed and the motivated staff team provide a warm and welcoming environment for the children. The premise is set out with children in mind and the range of equipment offered is both age appropriate, safe and well maintained. Documents and record keeping is of good quality overall, although the children's attendance records lacks sufficient detail.

Areas for promoting children's health are good, they enjoy a balanced healthy mid morning snack and their personal health needs are appropriately met. Children are positively recognised as individuals and cultural diversity is valued, children with Special Educational Needs are supported.

Children are very well behaved. Staff provide positive role models and the well written behaviour management policy is consistently implemented by all adults. Relationships between the staff and children are a strong feature of the setting and as a result the children are confident learners. Children are grouped very effectively. Adults plan a wide range of activities which are stimulating, interesting and promotes children's learning very well.

Parent's express high level of satisfaction with the standard of care and education offered at the playgroup. Verbal feedback goes some way in keeping them up to date with their children's progress and they are actively encouraged to help out in the group whenever they can.

What has improved since the last inspection?

At the last inspection the setting agreed to address a number of premises safety issues, amend some policy and record keeping procedures and make the door secure. All premises issues have been addressed, policies and procedures meet the required standard and the door is now secured by a lock and a member of staff safely organises the arrival and departure of the children.

What is being done well?

- The behaviour management policy is well written and consistently implemented by all staff. As a result children are very well behaved.
- Partnerships with parent's is a particular strength. Parent's express high levels of satisfaction regarding the service they receive. Written information is readily available and many parent's take up the offer of helping out during one or more of the sessions.
- The wide range of well planned activities positively promotes children's independence. They are confident learners who clearly enjoy their time at the playgroup. They are developing well in all areas of the curriculum.
- Staff work well together, they are committed enthusiastic and clearly enjoy their role. They have good links with the local authority Early Years Development Child Care Partnership and endeavour to attend training sessions.
- Children's good health is promoted through staff conducting hygienic domestic routines, carrying out regular risk assessment and by the provision of a healthy snack

What needs to be improved?

- the accuracy and detail of information recorded regarding the children's attendance.

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	maintain accurate attendance records.

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

How effective is the nursery education?

Wells (All Saints) Playgroup offers generally good quality nursery education where children enjoy learning through a wide range of interesting activities.

Effective teaching helps children to make generally good progress toward the early learning goals. They make very good progress in personal, social and emotional development, creative development, physical development and in mathematic skills.

The quality of teaching is generally good with some very good aspects. The key strengths in personal, social and emotional development are due to staffs effective delivery of the settings behaviour management strategy. Staff are calm, gently spoken and the children are happy and co operative. Adult knowledge of the foundation stage enables them to plan an interesting and appropriate range of activities, however there are some weaknesses within the programme for knowledge and understanding of the world and communication, language and literacy.

All children are encouraged to be independent and are confident in the way that they select their own activities and concentrate on their learning for good periods of time.

Leadership and management are generally good. Success of the setting is due to the well structured management system and an effective staff team who work well together. Staff share a good understanding of early years practice and are committed to developing the quality of the provision through ongoing evaluation and training.

Partnerships with parents are very good. Parents are well informed about the curriculum which allows them to support and extend their children's learning. They openly express satisfaction with the service they receive, although do not always feel fully informed of their child's attainment.

What is being done well?

- An excellent range of physical and creative activities both in and out doors ensures that children's progress in physical and creative development is very good.
- Staff plan a wide range of activities and make good play partners which allows the children to engage in meaningful play and develop their learning fully.
- Partnerships with parents are generally good. Parents are offered good information about the setting's ethos and aims and objectives. The rota for parents to help out in the setting is well used.
- Personal, social and emotional development is very good. Children are confident, independent and interested in their work. Relationships are good,

children care about their peers. Behaviour is excellent

What needs to be improved?

- The planning of regular opportunities for children to learn about nature and living things.
- Opportunities for children to link sounds with letters and understand the sound that letters make.
- The methods used to share written assessment on children's learning with parent's.

What has improved since the last inspection?

The playgroup has made very good progress since the last inspection. Staff now offer a snack time session, which promotes a range of learning opportunities, including sensory experiences and name recognition. Additional equipment has been purchased to promote children's experiences of technology.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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The quality of children's learning within the programme for personal, social and emotional development is very good. Children are confident learners who are able to independently choose their own activity. Staff praise children's achievements and as a result behaviour is excellent. They take turns and share fairly and they work well together sharing tasks such as tidying up.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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The programme for communication, language and literacy is generally good. Children are confident speakers. Opportunities for them to write for a purpose are excellent and many children can write their own names and three year olds are developing writing skills well. They enjoy books and are beginning to learn to read simple words such as their own name. Adults support word recognition but do not sufficiently teach children the sounds that letters make.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children are making very good progress in mathematical development. Older children can recognise written numbers and many children can count meaningfully to ten and beyond. Number rhymes provide children with opportunities to count, often considering simple adding and subtracting sums. They use mathematical language to describe shape and size with increasing awareness.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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The programme for knowledge and understanding of the world is generally good. A range of activities planned throughout the year allow children to experience cultures other than their own. They have a good sense of community and have learnt from people such as fire fighters who have visited the group. Children are given opportunities to explore nature and observe living things, however these opportunities are limited.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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The programme for physical development is very good. Staff make good use of both in and outdoor play areas to provide a range of activities which encourage children to develop large physical skills including; running, climbing, bike riding and ball control. They are confident movers and demonstrate a good understanding of spacial awareness. Children use tools, malleable materials and construction toys with increasing control.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children make very good progress in creative development. They express their ideas freely through a variety of activities such as movement to music, painting, singing and role play. There are regular opportunities for children to experience live music and staff are skilled in allowing children to create their own individual art work. Children are able to respond to sensory experiences such as touch, smell and taste during snack time.	

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

- Plan more activities to extend children's knowledge of natural and living things
- Through a varied and interesting range of activities ensure that children are taught the sounds that letters.
- Provide opportunity for parent's to discuss the written assessment records of their child's achievements.

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.