



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 251421

DfES Number: 516553

### INSPECTION DETAILS

Inspection Date 12/07/2004  
Inspector Name Deborah Kerry

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Bramford Pre-School Playgroup  
Setting Address Duckamere  
Bramford  
Ipswich  
Suffolk  
IP8 4AJ

### REGISTERED PROVIDER DETAILS

Name The Committee of Bramford Pre-School Playgroup 278651

### ORGANISATION DETAILS

Name Bramford Pre-School Playgroup  
Address Duckamere  
Bramford  
Ipswich  
Suffolk  
IP8 4AJ

## 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

Bramford Pre-school Playgroup opened in the village hall in 1969 and moved to its current venue in 1972. The group meet in a mobile classroom beside the local primary school.

The group offers children from the village and surrounding areas sessional care five days per week including afternoons.

Bramford Pre-school Playgroup is registered to care for 20 children aged between two and under five years. The internal policy states that children will be accepted into the group once they reach the age of two years and nine months.

There are currently 35 children on roll, 25 of whom receive government funding for three and four-year-olds.

Children have access to a playroom, adjacent toilet facilities and a large well equipped, enclosed outdoor play area.

The group employs five members of staff, two of whom have a level three qualification and the third who has worked in the group since it's establishment. Staff have attended workshops to further develop their knowledge and skills. The group also receive support from a link teacher via the Early Years Development and Childcare Partnership (EYDCP).

### How good is the Day Care?

Bramford Pre-school Playgroup provide good quality care for children. Half of the staff have a level 3 qualification. There is a high staff ratio, the room layout is set out in to different areas. Children are provided with a variety of activities and resources that encourages their independence and helps them with their development.

All policies and procedures are regularly reviewed and updated.

Staff have a good understanding of safety and there are clear procedures for staff to

follow on child protection if they have concerns.

Children have access to a wide range of resources and activities that cover a variety of themes and topics. The separate sessions for the different age groups of children allow staff to support the children, getting down to their level and to use effective questioning techniques that are adapted to children's individual level of understanding which enables them to progress in their development.

Children are given positive praise and consistent guidelines that helps them conform to the groups rules, staff are good role models and have a calm approach to behaviour management which enables children to behave well.

Parents are kept informed of the themes and activities going on in playgroup and are invited to help on the parents rota and join the committee. The children's progress records are available to view at any time.

### **What has improved since the last inspection?**

At the last inspection the playgroup were asked to ensure that all staff complete the vetting process, that a minimum of half the staff are qualified. That a register is taken and shows times of arrival and departure of children, to record all fire drills and any problems encountered are recorded. To make wires inaccessible to children. To check the first aid box to ensure contents comply with health and safety requirements and to record all medicines given to children that is signed by parents. Also to ensure that the complaints procedure contains the name and address of the regulator and is made available to parents.

All staff and committee are now checked, staff have completed their training programmes which ensures children are safe and staff have knowledge and understanding of childcare issues. Children's time of arrival is now marked off on a daily register. A record of fire drills and any problems encountered is recorded and loose wires are now fixed down which ensures children are kept safe. The first aid box is checked frequently and items used, are replaced as necessary and correct procedures are in place for administering medication to children with prior written permission from parents and space for their signatures. The complaints procedure now contains the name and address of the regulator and is made available to parents.

### **What is being done well?**

- Children's needs are met through a variety of planned activities and free play situations that cover different themes and topics which allow them to experience many learning opportunities.
- Children are provided with a range of resources and activities that creates a stimulating environment and promotes children's development and encourages their independence.
- Children are given clear guidelines from staff about what is right and wrong, appropriate to their level of understanding, they have a consistent approach

to behaviour management which enables children to know what is expected of them.

**What needs to be improved?**

- the staff's knowledge and understanding of how the Disability Discrimination Act 1995 applies to early years settings.

**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.*

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

### How effective is the nursery education?

The nursery education provision at Bramford Pre-school Playgroup is good.

It enables children to make very good progress in personal, social and emotional development, communication, language and literacy and creative development and generally good progress in all other areas of learning.

The quality of teaching is generally good. One strength is supporting the children's behaviour management by being good role models, encouraging the children to conform to the groups rules and through negotiating in turn taking and sharing.

The play room is well organised and allows children to access their toys and resources easily. Children's independence is encouraged and they are free to choose their own activities. Staff engage with the children at all times, talking to them and using a wide vocabulary which extends their learning, thinking and development in all areas.

Good use is made of the outside play area, there is a range of equipment for children to use that develops their motor skills. Children's progress is recorded each day at the end of the session, transferred to their files and used when planning the next step.

Leadership and management is generally good. The staff work well as a team and have regular meetings to plan the curriculum. The deployment of staff is good and there is an extensive range of resources and activities available at each session. Some staff have undergone training and have a good knowledge and understanding of the Foundation Stage and the early learning goals and of the different abilities and stages of the children attending, other staff also need to develop this knowledge.

Partnership with parents is generally good. There is a good exchange of information on the activities the children do through newsletters, the notice board and informal chats with staff at the end of each session. Parents are encouraged to help on a rota basis and to join the committee.

### What is being done well?

- Children are making very good progress in personal, social and emotional development. They are forming good relationships with staff and each other, they behave well to clear and consistent boundaries.
- Staff know the children well and the level of their abilities, children are given sufficient time to complete the activities at their own pace. Staff use good questioning techniques and introduce a range of vocabulary that helps children to progress in all areas of their development.

- The play leaders have a good knowledge of the early learning goals which is reflected in the variety of resources and activities on offer at each session. Children's efforts are valued and their work displayed which creates a colourful environment.
- Children are becoming good communicators, they initiate conversations with adults and amongst themselves. They listen well to stories and conversations and respond with enthusiasm and ideas when asked for input by staff.

#### **What needs to be improved?**

- adult focused activity sheets need to include differentiation and the evaluation;
- planning to include other cultures and beliefs;
- all staff knowledge and understanding of the foundation stage, early learning goals and how children learn to include observations, assessment and planning.

#### **What has improved since the last inspection?**

The improvement since the last inspection has been generally good.

Planning for the three and four year olds is now done separately, the different age groups attend different sessions, there are regular observations and assessment of all children which is then recorded in their files.

A variety of resources and activities are set out every day at each session, which starts off with free play - children can choose their activities independently and then work in small groups and are supported by the staff.

The four year old children have "activity books" which the children can take home, to complete and involve parents in their learning.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children build good relationships with each other and adults within the group and behave well. Children demonstrate good self care skills in their personal hygiene, their independence is encouraged when dressing for outside, when pouring their own drinks and choosing activities. They show curiosity when investigating seaweed and are motivated and interested when searching for insects. They are confident to speak in a large group and contribute to discussions.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children talk freely about events in their lives with adults in the group as they play and learn. They enjoy listening to stories; they respond and join in using a range of feelings, using the props provided at the appropriate time. Children can recognise their own names, they are encouraged to form the letters correctly with support from staff when writing their names. Staff sound out the individual letters using phonics when showing children the letters.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

The children enjoy counting games and rhymes. They are beginning to use calculation skills as they estimate how many children are at the session and can count to 10 and beyond as they add the girls and boys together. Mathematical language is introduced when playing with the train track as children work out how to get their train to the other side. Children learn about shape and patterns, through playing matching games

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children learn about the natural world as they investigate seaweed, plant and grow seeds and recreate beach pictures using sand and small stones. They use magnifying glasses as they look for and observe insects outside. Children learn about time when talking about their families and about past and present events in their lives with staff and other children. However there is little opportunity for children to learn about other cultures and beliefs.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Fine motor skills are developed in many ways as children play with equipment, write, draw and cut that also develops their hand eye co-ordination. Children learn about staying healthy when they wash their hands before snack and as they taste a variety of different foods. They use tools when playing with dough, sand and water. There is a range of large equipment that is used in the outside play area that help children to run, climb and balance.

## **CREATIVE DEVELOPMENT**

Judgement: Very Good

Children are given many opportunities to express their ideas during creative play activities, they are provided with a wide variety of resources both natural and man made, using different tools and techniques. They enjoy singing simple songs from memory and replay action rhymes. They experiment with musical instruments as they recreate loud and quiet sounds. Their imagination is developed in the role-play area as they dress up using the variety of resources provided and act out their own ideas.

**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**

- Adult focused activity sheets need to have clear differentiation, to be evaluated and how this is then used in future planning;
- to include other cultures and beliefs when planning children's learning;
- develop all staff knowledge and understanding of the foundation stage, early learning goals and to be involved in planning for children's learning by doing regular observations and assessments.

*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.*