



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 251650

DfES Number: 548001

### INSPECTION DETAILS

Inspection Date 23/03/2004  
Inspector Name Nicola Mary Eileen Matthews

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name St John's Playtime Pre-school  
Setting Address St. Johns United Reform Church, Cowper Street  
Ipswich  
Suffolk  
IP4 5JD

### REGISTERED PROVIDER DETAILS

Name St John's Playtime Pre-School 1027030

### ORGANISATION DETAILS

Name St John's Playtime Pre-School  
Address St. Johns United Reform Church  
Cowper Street  
Ipswich  
Suffolk  
IP4 5JD

## 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

St. John's Playtime Pre-School opened over fifteen years ago. It operates from two rooms in the United Reformed Church in Ipswich. The pre-school serves the local area.

There are currently thirty children from two to five years on roll. This includes twenty funded three year olds and one funded four year old. Children attend for a variety of sessions. The setting currently supports a number of children with special educational needs, and no children who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 09:15 until 11:45.

There are two part time and two full time staff working with the children. Half the staff have a recognised early years qualifications to NVQ level 2 or 3. There is one member of staff currently working towards a recognised early years qualification. The setting receives support from a teacher from the Early Years Development and Childcare Partnership (EYDCP).

### How good is the Day Care?

St. John's Playtime Pre-School is providing satisfactory care for children.

The policies and procedures to ensure the smooth running of the group are being developed and most documentation is now in place. The staff attend training to ensure the needs of the children are met. Procedures to protect the children have been implemented. The premises are shared with the church. There is a satisfactory range of equipment in the storage cupboards to support children's overall development. Children experience a range of large equipment in the church hall and smaller resources in the main playroom all of which is well maintained.

Children's safety takes high priority and issues raised are effectively dealt with. Good hygiene procedures are in place to prevent infection. Children are given a nutritious

snack each session and attention is paid to their dietary needs. All children are treated with equal concern and support for children with special educational needs is satisfactory. The children's welfare is paramount.

Children experience a range of activities throughout the session. Some of these activities are presented as part of the planned theme. The equipment is well maintained. Children's behaviour is good.

The partnership with parents is good. They contribute to the management of the group and support the staff during the sessions. Parents receive clear information on the notice board, which is placed in the main corridor.

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

At the last inspection the group was asked to improve their multicultural/anti-discriminatory resources, to ensure that a risk assessment was developed and that all staff are vetted and to update their documentation. There is now a range of multicultural resources, a risk assessment is in place and risks have been minimised, all staff are now vetted. Some of the documentation has been completed and some remains as a recommendation/action following this inspection.

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

- The staff provide a warm friendly welcome to the children and their parents, making sure each person is acknowledged as they enter the playroom.
- The snack is nutritious and children are encouraged to try a variety of fruit and other foods from different cultures.
- The rota for parent helpers each session works very well and enables parents to see what their children are doing whilst attending the preschool.
- The children's safety is very well maintained, when they leave the playroom to access the toilets staff always accompany the children.
- The parents talk highly of the group and especially like the small numbers that are registered to attend and the friendly atmosphere created by the staff.

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

- the documentation, this refers to times of arrival and departure of children, the continuing development of the operational plan, the documenting of procedures to follow in the event of a child being ill, the behaviour policy, the complaints policy and procedure and the child protection policy.

#### **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
14	Ensure the documentation meets the regulations in the National Standards. This refers to the times of arrival and departure on the register and detailing the procedure to follow in the event of an allegation being made against a member of staff or volunteer.	30/04/2004

### The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
7	Ensure the procedure to follow in the event a child being ill is documented.
11	Ensure the behaviour policy includes a statement on bullying.
12	Ensure the address and telephone number of Ofsted is included in the complaint's procedure.

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

### How effective is the nursery education?

The nursery education at St John's Playtime Pre-School is acceptable but has some significant areas for improvement. Children are making generally good progress towards their personal social and emotional development, communication language and literacy and their physical development and there are significant weaknesses in the other areas of learning.

The quality of teaching has significant weaknesses. Staff ask effective open ended questions to enable children to demonstrate what they know. However, children are not encouraged to ask questions during their play. Staff provide some interesting activities to support children's learning but the organisation of resources does not provide a challenge and therefore limits the child's progress in mathematical development, early literacy skills, investigation and exploration of natural and man made materials and objects and creative development. The staff are good role models and show respect for each other and the environment to enable children to understand and follow the agreed codes of behaviour for the setting. The planning includes learning intentions, one for each area of learning per week. This does not ensure a broad based curriculum is provided where children are able to progress towards the early learning goals. The assessments records, which are not linked to the stepping stones, are completed regularly and the child's next step is beginning to be documented.

The leadership and management is generally good. The change over of officers sometimes provides uncertainty for the staff, however the employment of an administrator should improve this. The staff are developing well as a team and are looking at ways to share the work load.

The partnership with parents is generally good. The parents take an active part in their child's early education by participating actively during the sessions, reading borrowed books at home to their child and fund raising for new equipment.

### What is being done well?

- Children are developing good communication skills using talk for a variety of reasons. They request support from the adults and each other and use speech to organise their play.
- Children show good levels of concentration when listening to favourite well known stories. They can retell the story and reliably recall what comes next.
- Children enjoy joining in familiar songs and rhymes from memory and they follow the sequence of actions.
- Children are developing good gross motor skills, using the large equipment in the side hall.

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

- the organisation of resources to provide a challenge for all children to enable them to progress in their learning. This relates especially in developing questioning and problem solving skills, imaginative play, early literacy, investigation and exploration of natural and man made objects and living things, and creatively representing their own ideas using a variety of resources
- opportunities to experience number, simple calculation skills and recognition of shape and measure in meaningful contexts
- the short term planning, to include the adult role, learning intentions, how the activities will be adapted to meet the needs of individual children and the evaluation and monitoring of the learning environment
- the assessment records, to reflect the stepping stones and provide for parents to contribute to these and help plan for the child's progress.

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

Since the last inspection progress has been limited. The setting was asked to improve the provision for children with special educational needs, ensure staff exploit opportunities for children to practice alphabet skills, letter and name writing, number problem solving and simple calculation skills in daily routines and across the curriculum. Also to make the assessment system more effective and to enable children to regularly investigate and explore different objects and materials using appropriate resources. A special educational needs co-ordinator has been identified, who is carrying out direct observations on children and works closely with other professionals. Children now experience activities for the recognition of letters and some activities are presented to help develop their simple calculation skills, however opportunities during meaningful activities are still not exploited. Opportunities during the children's play are not used to enable children to develop effective questioning skills. The assessment system is starting to be used to inform the planning for the child's next step. This is still very new to the staff. Magnifying glasses have been purchased and children have few opportunities to use these.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are developing self-confidence, they show care and concern for themselves and each other and talk freely about their home life. They are forming good relationships with each other and play with a preferred friend. Children work well together and show good levels of co-operation. They are self sufficient and confidently initiate conversations with unfamiliar people.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children confidently use language for a variety of purposes in their imaginative play organising and talking through familiar scenarios, however they are not encouraged to ask questions and problem solve. They are learning to write letters correctly and recognise some letter sounds. Children recall familiar stories and experience a good range of fiction and factual books. They recognise their names, however children experience few activities to further develop their early writing skills.

### MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children confidently and reliably count to ten. They enjoy participating in number rhymes and use their fingers to represent number. Children are able to recognise some simple shapes when asked, however they have few opportunities to experience shape in the environment or to use mathematical solutions to solve problems in a meaningful context. Some children can recognise numbers up to five, however other children find it difficult.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Significant Weaknesses

Children are developing interest in the lives of people familiar to them. They are developing a good recognition of the past and present and describe significant personal events. Children experience construction activities and use resources such as telephones and tills confidently but do not show an interest in why and how things work. They have few opportunities to investigate natural objects or to use a variety of methods to record their observations.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are developing good hand to eye co-ordination. They manipulate small objects confidently and manoeuvre jigsaw puzzle pieces with good control. Children are developing a sense of space. They negotiate the space well when running and are aware of each other's personal space when sitting on the floor in large groups. Children are confident in rolling, throwing and catching balls.

**CREATIVE DEVELOPMENT**

Judgement:	Significant Weaknesses
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Children explore colour using a good variety of painting techniques. They have built up a repertoire of rhymes and songs. Children experience musical instruments regularly and explore how sounds can be changed. Children experience role-play activities , however the lack of resources does not enable them to progress in their learning. They experience art and craft activities linked to the theme of the day but the resources used and the outcome is pre-determined by the adult.

**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**

- develop and implement the planning and organisation of resources to provide a broad based Foundation Stage curriculum which enables children to experience a challenge and progress in their learning. Concentrate especially on developing children's questioning and problem solving skills, recognition of number, emergent writing and exploration and investigation skills
- review the assessment records to bring them in line with the stepping stones and encourage parents to contribute to these
- develop the short term planning to include adequate learning intentions, clear adult roles, the grouping of children and the adaptation of activities for individual children and how the learning environment will be monitored and evaluated.

*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.*