



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 135330

DfES Number: 581567

INSPECTION DETAILS

Inspection Date	08/09/2003
Inspector Name	Maggie Thorp

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	PANDORA COMMUNITY PLAYGROUP
Setting Address	MEMORIAL HALL MALDON ROAD EDMONTON LONDON

REGISTERED PROVIDER DETAILS

Name	. GLORIA WRIGHT
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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

Pandora Community Playgroup opened three years ago. It operates from a large hall divided into three areas for older children, younger children and for large physical play. It is in a community hall. Children also use a small outdoor play area. The Playgroup is situated close to a housing estate in Edmonton near shops, a library and schools.

There are currently 24 children from two to five years on roll. This includes 16 funded three year olds. The setting supports children with special educational needs. There are currently no children who are learning English as an additional language. The Playgroup opens five days a week from 9am to 3pm during school term times. Most of the two year olds only attend the morning sessions.

There are four full time and one part time staff working with the children. Over half have qualifications to NVQ level two and the manager has a level three qualification. The setting receives support from the Early Years Development Childcare Partnership.

How good is the Day Care?

Pandora Community Playgroup provides satisfactory care for children. The environment is warm, friendly, and well resourced. Staff are suitably qualified and the grouping of children is well organised ensuring younger children have their own staff and area for play. There are weaknesses in some aspects of the procedure for settling new children. Written policies are good however, these are not all consistently carried out.

The playgroup has effective risk assessment and safety procedures which are reviewed regularly. Appropriate procedures are in place in regard to sickness, accidents and medicines and most staff have a first aid qualification. Children bring packed lunches and helpful written guidance is given to parents about how to make these nutritious. The setting is generally clean and hygienic except in the kitchen, which is shared with other hall users.

A broad range of activities is planned and provided and children are confident and independent in choosing activities. Children generally relate well to each other and to staff. Staff are attentive to children and reinforce good behaviour with praise and encouragement. However, some opportunities are missed to extend conversations with children and to follow up poor behaviour. The equal opportunities policy is effective. There is good liaison between the playgroup and local special educational needs support workers. Children with special needs are generally well supported. Parents are welcomed into the setting and generally provided with comprehensive information about the playgroup with some weaknesses in the documentation.

What has improved since the last inspection?

No actions were made at the last inspection.

What is being done well?

- The environment is well planned and set out. There is a broad range of play resources accessible and of sufficient quantity to interest and engage children throughout the day. There is a secure area for younger children and sufficient room for large and very active games.
- Children's safety is well provided for. Comprehensive risk assessment is carried out and regularly reviewed and daily safety checks are made indoors and outside.
- The comprehensive equal opportunities policy is implemented effectively. The diversity of the community's race, gender and ability are positively reflected by posters, books, resources and in children's play.

What needs to be improved?

- procedures and record keeping for staff recruitment, staff induction; and recording when children and staff are present
- cleanliness of the kitchen
- settling in procedures
- complaints information for parents.

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 should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
1	Ensure that there are effective procedures in place for checking that staff are suitably qualified and/or experienced to work with children, that records of this are kept on file and that staff induction is effective.
7	Improve hygiene and cleanliness of the kitchen.
12	Provide parents with information about how to complain including Ofsted contact details and the settling in procedure and ensure that children are settled in gradually.
14	Record the hours that children and staff are on the premises.

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

How effective is the nursery education?

Children are making generally good progress towards the early learning goals in the areas of personal, social and emotional development, communication, language and literacy, mathematical development and creative development with a few weaknesses. Their progress in knowledge and understanding of the world and physical development is very good. Children with special educational needs are offered appropriate support.

The quality of teaching is generally good with some weaknesses. Staff plan many interesting topics for children to explore and they extend these effectively into the areas of physical development, maths and knowledge and understanding of the world. Planning for personal, social and emotional, creative development and communication, language and literacy are less comprehensive. Staff ask some good questions to encourage children's thinking. However, opportunities are missed to extend conversations by following up children's answers. Staff assess and record children's progress. However, some aspects of learning are not assessed and the next steps in children's learning are not always identified and included in plans.

The leadership and management is generally good and is based on a sound philosophy about how young children learn. Staff are encouraged to attend training and regular staff appraisal has been set up. However, there is little time set aside for staff to plan and share information.

The Pre School works well with parents overall. They are given good information about the provision and their children's progress. However, parents take worksheets home for children as homework, insufficient information is given to help parents understand other more effective ways they can be involved in their children's learning. Parents appreciate the care and commitment of the staff.

What is being done well?

- Children move with co-ordination, control and imagination. The wide range of physical activities provided ensures children's progress in physical development is very good.
- Children's knowledge and understanding of the world is being fostered very effectively. Children participate in projects with enthusiasm and learn about the natural world through the first hand experiences they are given.
- Children's imaginative play is well developed. Role play areas are well equipped and children's imagination is further stimulated by such events as visits from fire fighters, police, and the dentist and visits to the post office.

What needs to be improved?

- opportunities for children to listen and respond to stories and for more conversation with staff to extend children's learning;
- the range of experiences offered to promote children's creativity;
- planning and assessment in order to include all aspects of learning and to identify and include extension of children's learning in the planned activities.

What has improved since the last inspection?

The nursery has made generally good progress since the last inspection. In the area of creative development children now have regular music sessions with a person who comes to the nursery to lead these and children use musical instruments in large group circle times. Children's knowledge and understanding of the world is being encouraged more effectively. Children explore and experiment with a wide range of materials. They are encouraged to identify differences, similarities and to notice how things change. Assessments of children's progress are being made, however, extension of children's development has yet to be linked to the weekly plans. Story times are set in large group times and many children find it hard to listen and to follow the story.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children make generally good progress in personal, social and emotional development with a few minor weaknesses. Most children participate in activities with enthusiasm. They are confident, independent and involved in their play. Children generally relate well to staff and each other. However, some quieter children have difficulty settling into activities and sometimes children are not helped to manage antisocial behaviour.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children make generally good progress in this area with some weaknesses. They contribute their ideas and share their experiences. However, encouragement for extended conversation is not always given. Many children recognise their own names and those of other children. Children can spell and write their names. Children's knowledge of letter sounds is less secure and they have few opportunities to write for other reasons. Children find it hard to listen and participate at story times.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children's progress in this area is generally good. Children can count to five, and some to twelve with confidence. They count and calculate in every day activities such as at snack times, when playing skittles or mixing paint. They recognise and try to recreate simple patterns and follow sequences. Children's understanding of 3 D shapes and measuring is limited. However, they can describe and compare sizes and 2 D shapes accurately and are able to sort pictures into groups.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children's progress in this area is very good. Children learn about the natural world, they grow flowers and vegetables and make bird feeders. They experiment and try to predict outcomes in simple science projects. Children learn about each other's cultures and beliefs and use the well resourced role play areas to act out their own experiences and try other roles. Children also learn about the local environment through visits to the post office, library and by visitors coming to the Pre School.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children's progress in the area of physical development is very good. Children climb, balance and move with confidence and agility. They enjoy participating in the regular music and movement sessions and are able to practice and refine their skills using the large play equipment that is available throughout each day. Children use the wide range of small equipment with confidence and control. They are learning how to care for themselves and each other - to wash, dress and help prepare snacks.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children's progress in this area is generally good with a few weaknesses. They are confident and imaginative in their use of role play areas. They enjoy the regular weekly music sessions and using musical instruments and singing throughout the week. However, children have limited opportunities and access to a range of materials to design and make things with thus developing children's creativity through open ended art activities.	
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

- Develop the planning and assessment systems to ensure all aspects of each area of learning are covered, the next steps for children are identified and this is incorporated into the activity plans.
- Create more opportunities for children to design and make things from a range of materials using their own ideas and creativity.
- Provide more opportunities for children's speaking and listening skills to develop and for their interest and enjoyment of stories to be encouraged.

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.