



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 254250

DfES Number: 500681

INSPECTION DETAILS

Inspection Date	22/11/2004
Inspector Name	Lindsey Ann Cullum

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Roughton Under 5's Playgroup
Setting Address	The Portocabin, St Mary's Primary School Chapel Road, Roughton Norwich Norfolk NR11 8AF

REGISTERED PROVIDER DETAILS

Name	The Committee of Roughton Under 5s Playgroup 1037582
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ORGANISATION DETAILS

Name	Roughton Under 5s Playgroup
Address	St Marys Primary School Chapel Road, Roughton Norwich Norfolk NR11 8AF

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

Roughton Under Fives Playgroup has been registered in the current premises since 1994, operating from a portacabin within the grounds of St. Mary's Primary School, Roughton. A maximum of 16 children may attend the playgroup at any one time. The group is open each weekday from 09:15 to 11:45, during school term times only. Children have access to a secure enclosed outdoor play area plus the group use the school outdoor areas at designated times.

There are currently 14 children aged from 2 to under 5 years on roll. Of these 7 children receive funding for nursery education. Children come from a wide catchment area. The playgroup does not currently support any with special needs or children who speak English as an additional language.

The playgroup employs 3 staff. Two of the staff, including the Supervisor hold appropriate early years qualifications and one member of staff is working towards a qualification. A parent rota operates to provide additional adult support each session. The playgroup receives support from a teacher from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Roughton Under Fives Playgroup provides good quality care for children.

The group have sole use of a portacabin which is warm, welcoming and geared to the needs of young children. Space is used effectively to offer children a broad range of activities which fosters their all round development. Good use is made of outdoor play areas to provide physical play opportunities. High adult to child ratios enable staff to spend individual time with children which supports their learning. Staff work well together and are clear of their roles and responsibilities however, there is no induction procedure for new staff. The operational plan contains limited information and staff are not familiar with the detail.

Staff have a sound knowledge of health and safety, are able to identify hazards for

children and maintain good levels of supervision. Risk assessments have previously been undertaken but these have not been reviewed recently. Children are actively encouraged to learn about personal hygiene through the group's routine. Snack times are social occasions with children sitting in small groups. There is an emphasis on healthy eating and children's dietary needs are catered for.

Children are confident and settled. They relate well to staff who are supportive and sensitive to individuals needs. Positive strategies are in place to manage children's behaviour and children are well behaved, polite and considerate of others.

Parents are welcomed and take an active part in the group, serving on the Committee, fundraising and helping on the parent rota which provides additional adult support. Informal daily discussions enable parents and staff to share information. Policies are available outlining practices within the group. The child protection policy lacks information on the procedure in the event of an allegation being made against a member of staff or volunteer. Close links are established with the school which enables a smooth transition for children into school.

What has improved since the last inspection?

Since the last inspection the group has set up a system to record any visitors to the premises and record any incidents of physical restraint.

These actions have enhanced the security and safety arrangements within the group.

What is being done well?

- Staff provide a broad range of age appropriate and stimulating activities ensuring children are busy and active throughout the session. Staff are available to support children's learning, listen and share children's experiences. Praise is given which builds children's confidence and self-esteem.
- A variety of snacks are offered. Children enjoy making their own sandwich or spreading butter or jam on toast. Emphasis is placed on making this a social time when children can sit and talk together and good table manners are encouraged.
- Good partnerships are established with parents. Parents state they feel welcome and staff are friendly and approachable. Information is shared on a daily basis enabling parents to keep up to date with their child's progress and activities enjoyed.

What needs to be improved?

- the procedures for inducting new staff
- the operational plan

- the process for conducting and reviewing risk assessments
- the child protection policy

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	Introduce procedures for all staff to receive formal induction training following employment.
2	Develop the operational plan which is shared with staff.
6	Conduct risk assessments and review regularly.
13	Update the child protection policy to include the procedure to follow in the event of an allegation being made against a member of staff or volunteer.

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

How effective is the nursery education?

The provision for nursery education at Roughton Playgroup is acceptable and of good quality. It enables children to make very good progress towards the early learning goals in personal, social and emotional development and generally good progress in all other areas of learning.

The quality of teaching is generally good. Staff have a sound knowledge of the early learning goals and use this to provide a varied and balanced programme of activities. Planning is effective and covers the six areas of learning, however does not always enable children to pursue their own ideas, particularly in art and design. Staff organise the indoor space to create an inviting learning environment for children. Good use is made of outdoors to promote children's physical skills and learn about nature. Staff observe children, record their progress and identify the next steps for learning, taking this forward into future planning.

Leadership and management is generally good. Staff are committed to improving the quality of care and education provided for children. They work very well together, drawing on each others skills and knowledge. Committee support is provided through regular meetings however, staff appraisals to contribute to future staff development are not undertaken. The supervisor welcomes support provided by the link teacher and acts on advice given.

The partnership with parents is generally good. Parents are warmly welcomed into the group and provided with relevant literature on the curriculum and policies. Displays and notices keep parents informed about activities and themes. Staff observe and record progress in the child's individual profile however there is no formal system in place for sharing these with parents or for parents to record their observations. A parents rota operates providing additional adult support whilst enabling parents to gain first hand experience of how the group operates.

What is being done well?

- Emphasis is placed on developing children's independence. Children are motivated and eager to learn. Staff show them they are valued by regular praise and encouragement, developing their confidence and self-esteem.
- Staff work well as a team and give appropriate support and attention to children which ensures they are settled and secure.

What needs to be improved?

- the opportunities for children to build on their ideas and express themselves through art, craft, painting and collage

- the parent's involvement in and contribution to children's assessments
- the use of regular staff appraisals

What has improved since the last inspection?

The setting has made generally good progress since the last inspection and has satisfactorily implemented the action plan. Children have daily opportunities to use their mathematical and number skills through practical activities. They work in small groups at activity tables and are able to concentrate on tasks. Children are able to talk about their own lives and experiences during circle time, snack time or whilst working with an adult. Planning shows elements of science are introduced.

These changes have increased opportunities for developing children's science and mathematical knowledge, communication and concentration skills.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children settle quickly to play. They are developing good relationships with the staff and their peers and are confident to approach and talk to visitors. They display their interest in planned activities and are motivated to learn. Children are well behaved, polite and understand the concept of sharing i.e. child gave another Octons to finish a construction. Their self-help skills are well developed and they are able to take care of their own needs i.e. hand-washing.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children are becoming confident talkers as they play and respond to adults. They listen with interest to stories and use language when acting out their own stories during role play. They are learning to recognise their written name and are beginning to realise print carries meaning i.e. labelling their pictures. Emphasis is placed on developing writing skills. Older children are encouraged to try to form letters, with some starting to write their own name.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children say and use numbers in everyday situations and during their play. They are able to count confidently up to five and relate numbers to objects i.e. counting activity. Number rhymes are enjoyed and children join in with enthusiasm. Mathematical language such as full and heavy are used to describe weight within the sand tray. Staff plan activities which enable children to sort and match by number, colour and shape.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Opportunities are provided for children to learn about the world around them through themed activities i.e. weather, seasons. They explore the properties of sand, currently mixed with glitter and shells. A tape recorder and telephone in the home corner and the computer fosters children's interest in technology. Children are skilled in manoeuvring the computer mouse during matching games. They are beginning to build with construction sets, developing their own ideas.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children are able to move with control and co-ordination. They demonstrate excellent awareness of themselves and others as they manoeuvre around the room and play indoor games i.e. brown duck. Outside space enables children to practice skills such as running, throwing and kicking. Varied opportunities are provided for children to use tools i.e. knives for spreading and they are developing increased hand/eye co-ordination skills. They are learning about healthy eating as part of their snack-time.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children use their imagination well with small world resources, dressing up and role play. Opportunities are provided for children to use creative materials such as paint, glue, pencils and crayons however these are generally for set activities and opportunities are missed for children to build on their own free creative ideas. Children explore textures i.e. glittery sand and are able to construct with shapes. Musical instruments are sometimes available for children to explore sound and rhythm.

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

- provide further opportunities for children to express themselves during activities, specifically building on their creative ideas
- support staff through carrying out regular appraisals
- provide opportunities for parents to become involved in and contribute to children's 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.