



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 401771

DfES Number: 518014

INSPECTION DETAILS

Inspection Date 13/02/2004
Inspector Name Carol Victoria Tyler

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Ripplings Playgroup
Setting Address All saints Church
Ripon Road, Plumstead
London
SE18 3PS

REGISTERED PROVIDER DETAILS

Name The Committee of RIPPLINGS PRE-SCHOOL 1023515

ORGANISATION DETAILS

Name RIPPLINGS PRE-SCHOOL
Address All saints Church
Ripon Road, Plumstead
London
SE18 3PS

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

Ripplings Pre-School opened in 1972. The pre-school is run by a parent committee. It operates from a portakabin located in the ground of All Saints Church, Plumstead close to local shops and Plumstead Common Road. The pre-school serves the local and surrounding areas.

There are currently 19 children from 3 to 5 years on roll. This includes 12 funded 3 year olds and 5 funded 4 year olds. Children attend for 5 mornings a week. The setting currently supports a number of children with special needs and who speak English as an additional language.

The pre-school opens 5 days a week during school term times. Sessions are from 09:30 until 12:00.

3 full-time staff work with the children. One member of staff has a Diploma in Pre-School Practice Level 3 and 2, staff hold Pre-School qualifications from 1980 and 1988.

The setting receives support from a teacher from Early Years Development and Childcare Partnership (EYDCP) and are members of the Pre-School Learning Alliance.

How good is the Day Care?

Ripplings Pre-School provide satisfactory care for children.

The premises are clean and well-maintained, They provide a warm, welcoming and child-friendly environment for parents and their children. The day to day organisation of the pre-school is underpinned by comprehensive policies and procedures. The required records are kept in good order, they are up to date and confidentiality is maintained. The pre-school promotes training, however there are gaps in staff knowledge particularly in child protection and equal opportunities.

Staff show an understanding of safety measures required for young children and

include children in the setting up of the pre-school safety rules, however more attention is needed to ensure good hygiene practices are in place regarding hand washing. Useful information is gathered prior to a child attending the pre-school to enable staff to meet each child's needs appropriately. There are clear boundaries for behaviour and children behave well.

The pre-school has a very good range of toys and equipment. Activities and resources include those which promote equality of opportunity. Staff plan activities in advance, they provide children with opportunities to enjoy a variety of activities which enhance their overall development. Staff interact well with the children and question them appropriately to extend their knowledge.

Partnership with parents is good. Information is displayed at the front desk and parents are invited to spend time in the group. They are kept regularly informed about nursery activities and their children's progress.

What has improved since the last inspection?

At the last inspection the pre-school agreed to address health and safety issues, produce procedures for outings, accidents, carry out a risk assessment and ensure all policies are updated and readily accessible on the premises at all times.

The pre-school have addressed all the issues: the mops and buckets were labelled straight away and stored securely; all their policies have been updated, adopted by their committee and readily available for parents and inspection at all times; two accident books have been purchased - one for accidents and one for minor bumps and bruises; their outings procedure has been added to the parent registration form with copies included in their policy folder and written risk assessments carried out each year.

What is being done well?

- The policies and procedures are comprehensive and well organised. These are available for staff and parents to ensure they are aware of the playgroup's philosophy and operational procedures.
- There is a wide range of resources readily available to children, many of which reflect positive images of race, disability, gender and age. The organisation of equipment encourages children to make their own choices.
- Staff have a positive attitude to the inclusion of children with special needs. They work together with parents and other relevant parties to organise the environment and plan activities to ensure all children take part at a level appropriate to their needs.
- Staff consistently manage children's behaviour in a positive manner, using praise to re-enforce good behaviour.

What needs to be improved?

- The procedure for ensuring good hygiene practices are in place for hand washing;
- staff's knowledge and understanding of child protection and equal opportunity issues.

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
7	Ensure good hygiene practices are in place regarding hand washing.	05/04/2004

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

Std	Recommendation
9	develop staff's knowledge and understanding of equal opportunities issues;
13	update staff's knowledge and understanding of child protection issues.

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

How effective is the nursery education?

Ripplings pre-school provides a warm, friendly atmosphere. Children's progress towards the early learning goals is limited by some significant weaknesses. The provision is acceptable but has some significant areas for improvement. However, children respond well to staff and they are making generally good progress in the areas of personal, social and emotional development and mathematics.

Teaching has some significant areas of weakness, however staff are working with an advisory teacher from the EYDCP to improve standards. Planning within the pre-school is not well established and learning intentions are not clear, the four week rota that is used to plan activities does not link to the early learning goals. Not all staff demonstrate a sound knowledge of the foundation stage and early learning goals. Staff provide a range of interesting activities, but do not always take opportunities to extend learning appropriately in some areas.

Staff have a good understanding of the individual needs of the children and have developed positive relationships with them, as a result children are encouraged to express their ideas and their personal, social and emotional development is generally good, their behaviour is managed well.

The leadership and management of the pre-school has significant weaknesses however, the manager is able to easily identify strengths and weaknesses of the group and shows a commitment to improving services, future training as well as areas for improvement have been identified. There is presently no system for monitoring and evaluating the effectiveness of the provision or staff practice.

Partnership with parents is generally good. Parents are made to feel welcome and are well informed and encouraged to be involved in the pre-school.

What is being done well?

- Children make generally good progress in their personal, social and emotional development, they are well behaved and show consideration for others, they have caring relationships with each other as well as staff.
- Children are confident in the use of mathematical language and recognise numbers and shapes.

What needs to be improved?

- the planning and evaluation of activities aimed at supporting children towards the early learning goals
- the organisation and planning of physical play

- the provision of opportunities to develop and extend writing skills
- the resources available for creative development
- opportunities for children to participate in information technology, design and making skills and to explore living things
- staff's ability to extend children's learning and find ways to encourage independence.

What has improved since the last inspection?

The pre-school has made limited progress since last inspection.

The planning has been re-vamped although it is still in the very early stages. There has been limited progress in the key issues identified under knowledge and understanding of the world and creative development. Both areas continue to be areas of weakness. No improvements have been made to provision of IT equipment.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children make generally good progress in personal, social and emotional development. They are very well behaved and show concern and care towards each other. They are able to share and take turns and support each other. Children are motivated and they are developing a sense of the community. There are few opportunities for children to develop independence and self-help skills.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Significant Weaknesses

Children's progress in communication, language and literacy has significant weaknesses. Children speak confidently with peers and adults. They enjoy stories and singing and have an appreciation and respect of books. Children are not sufficiently challenged to recognise and link sounds to letters. There are few opportunities for children to practise writing skills.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children's progress in mathematical development is generally good. Children are developing a recognition of shapes and numbers and they are beginning to use mathematical language. Staff do not always extend children's mathematical learning and there was little evidence of practical use of adding and subtraction.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Significant Weaknesses

There are significant weaknesses in this area, Children are able to build and construct complex models using construction toys. There is few opportunities to explore the natural world and living things and no evidence of children being able to explore technology or develop design and making skills.

PHYSICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children's progress in physical development has significant weaknesses. There is no outdoor play and no planning takes place for physical development, therefore children are not provided with sufficient opportunities for physical play and opportunities for children to develop skills such as balancing and throwing and catching is limited. Opportunities for children to learn about the importance of keeping healthy are limited.

CREATIVE DEVELOPMENT

Judgement:	Significant Weaknesses
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There are significant weakness in the planning for children's creative development. Children use role play imaginatively and express themselves well through role play. There are too few opportunities to explore creativity through art, craft and design. Opportunities for children to explore music and dance are infrequent.

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

- Ensure that all staff have opportunities to gain a clear understanding of the early learning goals
- Review the planning and assessment methods to ensure that learning intentions for each activity is clearly identified and use children's assessment to inform the next stage of planning.
- Improve the provision of physical activities to ensure that the all round physical development of all children is addressed.
- Provide more opportunities for children to practise writing skills.
- Improve the resources for knowledge and understanding of the world so children have access to technology and opportunities to explore living things.
- Ensure there are opportunities for children to develop their creative development.

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.