



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 128493

DfES Number: 533087

### INSPECTION DETAILS

Inspection Date 24/11/2004  
Inspector Name Pauline Nazarkardeh

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Woodford Pre-School Playgroup  
Setting Address 209 High Road  
South Woodford  
London  
E18 2PA

### REGISTERED PROVIDER DETAILS

Name The Committee of Woodford Pre-School Playgroup 04705742  
1027470

### ORGANISATION DETAILS

Name Woodford Pre-School Playgroup  
Address 209 High Road  
South Woodford  
London  
E18 2PA

## 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

Woodford Pre School has been registered since 1992. It operates from Memorial Hall in South Woodford. It is managed by a voluntary management committee. It operates in the large main hall, accessed down the side of the building. There is also an adjacent smaller hall available, a kitchen, and toilets and wash areas. The Pre School serves the local area.

There are currently 61 children from 2 to 5 years on the register. This includes 14 funded three-year-olds. Children attend for a variety of sessions. The setting currently supports children who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 09.30 until 12.00 Monday to Friday there is also a Tuesday afternoon session 12:45 until 3.00pm .

Seven staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3, and a recently appointed qualified teacher. The setting receives support from a mentor from the Early Years Development and Childcare Partnership (EYDCP)

### How good is the Day Care?

Woodford Pre School provides a good standard of care.

The range and quality of activities offered is good, with a full range available throughout the day. The staff show a good knowledge of individual children's interests and stages of development. They provides interesting opportunities for children to develop and learn, as a result children are happy and enjoy the range of activities. Children's respect for each other is encouraged.

The premises are warm and welcoming and provide space for children to play. The staff have a clear understanding of how to provide a safe environment for children. There are systems in place to ensure the safe arrival and departure of the children.

Staff manage activities effectively and work as a team to provide appropriate levels of supervision and care for the children.

Parents are provided with good written information about the group in the form of policies and procedures. Staff spend time exchanging information with parents about their children on a regular basis.

Documentation is generally well organised with established systems in place to record and hold written records. The information needed from parents to provide care, which meets each child's individual needs, is in place. However there is a need to update policies, procedures and written consents from parents.

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

The actions made at the last inspection in relation to developing documentation have all been addressed. This has had a positive impact on the care provided to the children and has resulted in staff and parents being clear about operational issues.

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

- Staff are warm and responsive to the children, they follow children's lead, they are interested in what they say and do and this is reflected in the children's confidence.
- Children's behaviour is good, the behaviour policy is implemented effectively by all staff.
- The environment is welcoming with a stimulating range of activities offered which are attractively set out.
- Partnership with parents is well established staff at the group and spend time exchanging information with the parents about their children on a regular basis.

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

- the child protection procedure, in order to guide staff and parents in the event of an allegation being made against a member of staff
- the operational plan in order to update policies and procedures and to amend to process for obtaining parental consents
- the policy for lost child, to address reporting significant events to Ofsted.

#### **PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)**

There are no complaints to report.

**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	Extend on the policy for lost child to address reporting significant events to Ofsted.
13	Extend on the policy for child protection to identify what action will be taken should an allegation be made against a member of staff.
14	Develop the procedure for obtaining prior written consents from parents.

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

### How effective is the nursery education?

Woodford Pre School provides good quality nursery education and children are making generally good progress towards the early learning goals.

Provision for communication, language and literacy, mathematical development, knowledge and understanding of the world, physical and creative development are especially well planned and children are making very good progress within these areas. Personal, social and emotional development, is generally good with some weaknesses identified within the programme.

The quality of teaching is generally good. Staff are calm and sensitive to the needs of the children, as a result children are very settled and enjoy their time at nursery. Behaviour is good. Generally staff knowledge of the foundation stage curriculum is secure. However the system used at present to observe and assess the children's development is not effective. The range of activities offered, extends children's learning and staff show a good understanding of the learning intentions of activities.

Leadership and management is generally good. Staff share a good understanding of the settings policies and procedures, which underpin existing good practice. The leader is committed to raising standards within the setting and acts upon advice and information received. Effective systems are not yet in place to address weaknesses in the setting.

Partnerships with parents is very good. Parents are offered good quality information and they are kept well informed of their children's progress. They openly express satisfaction with the service they receive and relationships between staff and parents are friendly.

### What is being done well?

- Children play happily together and are able to share and take turns. The children have good relationships with staff and each other.
- Children are confident to talk. Staff listen to their questions and comments and extend conversations by asking open ended questions.
- Children's behaviour is very good. Children are clear about the boundaries and they respond well to staff intervention.
- Partnership with parents is well established with good information provided and parents views being obtained on developmental records and changes to practice

### What needs to be improved?

- staff's use of observations and assessment when planning for children's next stage of learning
- independence for children when self selecting activities
- the grouping of children at end of day activity

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

Generally good progress has been made since the last inspection. Then key issues were made in relation to staff training on the stepping stones and early learning goals, especially in mathematics. This has been effectively addressed with children making very good progress in this area of learning.

The key issue made in order to produce a systematic approach for recording children's progress and attainment that is directly related to the stepping stones and early learning goals in all six areas of learning has been given attention however this is not effective and this remains outstanding.

The other key issues relating to, daily plans of the intentions of activities, developing early writing and handwriting skills and information for parents on the educational programme in relation to the stepping stones and early learning goals have all been effectively addressed.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children form very good relationships with adults and peers. They have a very good awareness of the behavioural boundaries and expectations within the setting. They are taught to work as part of a group, take turns and share fairly. Children concentrate well at their chosen activity and sit quietly when appropriate. Children have good awareness of their own needs and feelings. Opportunities for children to develop their independence while selecting resources and equipment are limited.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

The children are confident communicators and through open ended questions staff encourage them to develop their thinking. They enjoy listening to stories and use books independently, adults use props effectively to retell familiar stories. Children recognise their own name card, which they find on arrival. They are developing their written skills well, older children can write their own names. Adult written text provides a good role model and children learn the sounds that letters make.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are confident when counting and calculating. Most of the children can count to 10 and some count further. There are many opportunities for children to begin to recognise numerals 1-9. Children can recognise and name a range of 2D shapes. They are able to match and confidently complete puzzles. Staff provide children with well planned practical i.e. measuring tape and height charts to explore height.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children find out and identify features of living things and events they observe, and investigate objects and materials. They use magnifying glasses to look closely at similarities and changes in a range of fruit. They ask questions about why things happen and how things work. They are taken out in the grounds to look at the shops and buildings and as a result find out about their local environment. Children are given opportunities to develop their knowledge of technology.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children handle a range of large and small equipment with confidence. They can manage scissors, pencils, small world and construction items with increasing control. They are able to run, climb, walk, catch and throw. Children regularly participate in large physical activities. There are opportunities for children to develop their awareness of healthy practices in relation to eating and hygiene.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children use their imagination in art, design, music, dance, role play and stories. Staff provide a wide range of creative resources for children to explore colour shape and form in two and three dimensions. Children match movements to music, and with adult support, act out familiar stories . They sing songs from memory, and express and communicate their ideas, thoughts and feelings by using a widening range of materials.

**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**

- the staff's use of observations and assessment when planning for children's next stage of learning
- the opportunities provided to develop children's independence when self selecting activities
- the grouping of children at end of day activity in order to meet the need of the more and less able children.

*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.*