



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 509637

DfES Number: 520894

### INSPECTION DETAILS

Inspection Date 13/07/2004  
Inspector Name Brenda Claire Wint-Omereye

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Plumstead Common Playgroup  
Setting Address ST.Michael's Church Hall  
65 Admaston Road ,Plumstead  
London

### REGISTERED PROVIDER DETAILS

Name The Committee of Plumstead Common Pre-School 1025041

### ORGANISATION DETAILS

Name Plumstead Common Pre-School  
Address ST.Michael's Church Hall  
65 Admaston Road ,Plumstead  
London

## 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

The Playgroup has been open since 1983, it operates in a church hall in a residential area close to local transport.

The group has sole use of the hall during the hours that the playgroup runs. The group have access to a kitchen, and toilets. The Playgroup is registered for 24 children between 3 and 5 years old. Children attend mornings sessions, sessions are available 5 days a week term time only.

The Pre-school is managed by a management committee. Plumstead Common Pre-school opened in 1965. Fennella Howard is the registered person. The setting is run by parent committee of which Ms Howard is also the Chair. It operates from a large church hall in a residential area of Plumstead Common. The pre-school serves the local area.

There are currently twenty two children from three to five years on roll. This includes thirteen funded three-year-olds and four funded four year olds. Children attend for a variety of sessions. The setting currently supports children with special needs, and those who speak English as an additional language. The group opens five days a week during school term time. Sessions are from 09.30 until 12.00. Some extended hours are offered to children between 12.00 until 13.30. Six full time staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. Two staff are currently working towards a recognised early years qualification.

The setting receives support from a teacher/mentor from the Early Years Childcare Development Partnership (EYDCP). Teaching methods support children to progress toward the early learning goals.

### How good is the Day Care?

Plumstead Pre-school provides good care for children.

The premises are clean and well-maintained. They provide a warm, welcoming and

child-friendly environment for children to learn. This is a well run pre-school with a comprehensive set of policies and procedures which staff and parents are made aware of. The management of the setting show a high commitment towards staff training and recruitment to the National Standards. A high proportion of staff hold recognised childcare qualifications.

Space is used creatively and imaginatively and all areas of the setting is bursting with children's work displayed and toys at their level. An impressive range of toys and equipment is provided for both indoor and outdoor play and all children have daily access to a well designed outdoor play that positively extends the learning environment. A review of the bathroom layout is required with regard to health and hygiene. Risk assessments are carried out, good safety practices are in place and staff demonstrate a good awareness of health and hygiene issues which are promoted with the children.

The setting provides children with good quality, nutritious snacks which are served to them although could be reviewed to promote greater independence skills. The programme of activities for children is good and there is positive inclusion of children with special needs. Culture and diversity is emphasised throughout all learning areas. Staff plan a stimulating curriculum based on the foundation stage. Children are relaxed, happy and confident and play well together. Staff have high expectations of children's behaviour with clear rules and boundaries.

Partnership with parents is good. An informative notice board is displayed in the entrance area and hall, staff have friendly informal relationships with parents who are welcome in to the setting. Welcome information booklets are produced for each new admission, giving detailed and useful information related to operational plans.

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

At the last inspection the actions were agreed to ensure that a policies are in place with regard to behaviour management, the administration and recording of medication, and to acquire copies of the revised code of practice for staff and the area child protection committee(ACPC) procedures. The setting now have a very comprehensive set of well written policy documents that are subject to date review by the setting. This has greatly improved the administrative organisation of the setting.

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

- Good use is made of the space both indoors and outdoors and the play environment is attractively presented to stimulate children's curiosity and promote their understanding. Staff intervene appropriately in children's play.
- Children with special needs benefit from and entirely inclusive play experience where others are encouraged to support and respect their difference. It is evident that diversity is valued and equality of opportunity is encouraged.
- There well written policies and statement of good practice that all staff

members contribute to through a process of regular review.

- There is a vast range of well selected resources that are of good quality.

#### **An aspect of outstanding practice:**

A vast range of high quality equipment that has been thoughtfully selected for their contribution to children's progress in all aspects of the stepping stones and specifically to support the needs of children with special needs. The purchase of such high quality equipment is underpinned by a policy and practice statement for the selection of toys and equipment, devised by the collaborative contribution all team members that is subject to regular annual reviews.

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

- the bathroom layout;
- the snack time arrangements.

#### **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
7	Review the layout of the bathroom to ensure good hygiene practices;
8	Review snack time, to encourage children's independent skills.

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

### How effective is the nursery education?

Plumstead Common Pre-school are making generally good progress towards the Early Learning Goals. Children are making good progress in all the six learning areas.

The quality of teaching is generally good. Planning shows clear learning intentions for outdoors and indoors and are linked to stepping stones of early learning goals. The programme of activities is well rounded although there were missed opportunities for developing phonic awareness during activities. Staff promote good behaviour by regularly giving praise to children's for their efforts. Children help to tidy up, share resources and select for themselves from a variety of play provision although snack time arrangements do not entirely promote choice and independence. Staff have realistic expectations of children's behaviour and apply consistent behaviour strategies that are working well. The staff team work closely to supervise and support children during activities that require adult focus such as computer work, painting, story time, outdoor play. The programme for children with special needs is positively inclusive with good standards of individual care. Children are encouraged to respect differences in culture and disability. Staff make good use of the space by having a well arranged play areas to promote curiosity and creativity.

The Leadership and Management is very good. The committee meets often to maintain a high quality service that ensures that the pre-school is a valued part of the community. The pre-school leader meets regularly with Management Committee who provide reports to the parents. The leader meets informally with chair of the committee on a termly basis and undertakes regular appraisals with staff members.

Partnership with parents is very good. A range of information available for parents including a well written prospectus and information about their children's activities/development via regular newsletters and planned key worker meetings.

### What is being done well?

- Children benefit from effective methods of teaching in a highly resourced and well arranged play environment that promotes and builds on their understanding of the world. Staff are well deployed and provide a balanced programme of adult-focus intervention and free choice activities.
- Children with special needs are positively included in all activities and staff promote respect for diversity. Staff work in partnership with parents and other agencies to ensure that children's individual needs are met.
- Staff use good strategies for managing behaviour and encourage children to have respect for disability and diversity. There are clear and well reasoned boundaries set and staff are calm and consistent.

**What needs to be improved?**

- the snack time arrangements to further develop children's independence
- the use of resources to increase children's awareness of phonics.

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

Very good progress has been made since the last inspection. The pre-school agreed an action plan to review the format of the record sheet that was used to identify children's achievements and progress. This was to address the curriculum changes since the introduction of the early learning goals.

The setting has introduced a system of recording on a 'pre-school play plan sheet' that is completed for each individual child. Observations made on 'post it' notes from adult-focused activities are transferred onto this sheet and used to inform the parents on a termly basis at parent and key worker meetings. Also used to inform the plans as a benchmark for individual children's progress towards the stepping stones of the early learning goals.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are making very good progress in the area of Personal, social and emotional. Children speak with confidence and interest in activities. They are talking, listening and negotiating with other children as well as with the adults around them. The children are well behaved and understand and respond well to the routine set. Children are keen and excited about contributing to activities and make choices and suggestions where asked to.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are making good progress in the area of communication, language and literacy. They are recognising that print carries meaning and using books for pleasure as well as for finding information. However there are missed opportunities to increase children's phonic awareness and link letters to sounds. Children are practicing skills in writing for a variety of purposes and are making recognisable letters and captions.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are familiar with numbers and the count regularly up to 10. Children use prepositional language such as high/low, they compare numbers, and confident about naming shapes. Children are engaging in simple adding and subtracting and are problem solving with weights, measurement, capacity and volume.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children explore and investigate living things and are learning about similarities and differences in the life patterns of animals and insects. They design and construct with a range of resources both natural and artificial and play with programmable toys and computer. Children gain access to the wider community and beliefs through cultural events, outings and visitors into the nursery.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children's progress in physical development is generally good. They move confidently and show competent balance, spatial awareness and coordination that is promoted through access to a diverse range of activities and equipment. They show confident and increasing control and skilful use of hand tools, objects, construction equipment.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children are making very good progress in the area of creative development. Children play imaginatively and express themselves using all their senses. Children use a range of materials and tools such as scissors and spatulas. Children produce tangible exhibits of differing shapes, textures in different forms. Children are provided with many opportunities of imaginative experiences through stories and puppets, singing and make-believe play.

**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**

- review snack time arrangements to promote children's choice and independence
- increase the opportunities children to link letters to sounds and promote phonic awareness.

*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.*