



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 128455

DfES Number: 512487

INSPECTION DETAILS

Inspection Date 14/10/2003
Inspector Name Marilyn Rosemary Peacock

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Chadwell Playgroup
Setting Address 67 Reynolds Avenue
Chadwell Heath
Romford
Essex
RM6 4RT

REGISTERED PROVIDER DETAILS

Name The Committee of The Committee of Chadwell Pre-School
04692941 1012607

ORGANISATION DETAILS

Name The Committee of Chadwell Pre-School
Address 67 Reynolds Avenue
Chadwell Heath
Romford
Essex
RM6 4RT

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

Chadwell Pre -School is a well established group based in Chadwell heath, close to the local train station and walking distance from a number of schools.

The group opened at his site 1994 after fund raising to purchase their own premises. They have recently extended the hours they open to offer wrap around care, They now operate from 08:00 to 09:30 as a breakfast club. from 9.30 to 12.00 noon and 12:45 to 15:15 as a sessional Pre school and from 15:15 to 16:45 After school care. Monday to Friday, Term time only.

There are currently 112 children from 2 to 5 years on roll. This includes 14may care for no more than X children from 2(3) years to under 5(8) years at any one time funded 3 year olds and 4 funded 4 year olds. Children attend a variety of sessions. The setting currently supports a number of children with special needs and who speak English as an additional language.

The setting operate from a purpose built, self contained single storey building. Consisting of 2 play rooms, kitchen, office, large store room and attractive outside play area. Ten part time/full time staff work with the children. All staff have early years qualifications to NVQ level 2 or 3. The setting receives support from a teacher from the Early Years Development and Childcare Partnership.

The pre-school is affiliated to the Pre school Learning Alliance and is run by a committee of parents and staff.

How good is the Day Care?

Chadwell pre-school provides good quality care for the children. The long established staff team work well, they are attentive and support children's independence. An effective key worker scheme supports children's learning and helps children to settle. Good planning of the environment ensures that children have space to work independently. Staff organise the session well ensuring they have time to play, talk and listen to children. The purpose built premises are well

organised, clean, bright and well maintained. A spacious outside play area provides good play opportunities. Staff plan a wide range of interesting activities supported by good quality equipment.

The standard of safety of children is good. Staff follow clear procedures that keep children safe and secure. Staff identify areas of risk, adapting plans when necessary to ensure children's safety. Children with special needs are well supported by fully trained staff, who plan well for their progress and development. However resources that reflect positive image are not used effectively to promote equal opportunity. Staff promote good hygiene practices. Policies and procedures are comprehensive and they are implemented effectively. However the group sick children's policy does not include written procedures to be followed is a child becomes sick whilst in the groups care.

The partnership with parents is good, they are made welcome and are kept well informed of their child's progress. Parents are encouraged to become involve with their children's learning. Staff share information daily on children's development and achievements. Children's behaviour is well managed by staff .Children help each other and co operate with staff, they are forming good relationships. The group closed for two day's for behaviour management training which has had a strong impact on behaviour management. All relevant paperwork is in place.

What has improved since the last inspection?

Staff have made good progress in areas identified for improvement at the last inspection.

All documentation is stored safely and securely, procedures ensure that all documentation relating to children is held for required time, Complaint policy now includes OFSTED contact details.

Child protection procedures have been review and include procedures to be followed in the case of an allegation against a member of staff in line with the Area Child Protection committee procedures,

Procedures are now in place that included regular reviewing of policies and procedures with parents.

Boundary fences have been made safe and the daily risk assessment includes checking that the outside play areas are enclosed,.

What is being done well?

- Children with special needs are well supported by all staff. Children's comprehensive individual education plan's is written by the key worker in conjunction with the parents.
- Staff provide a warm, caring atmosphere which enables children to feel safe and secure in their environment.

- Staff have a good understanding of behaviour management. Children behave well they are forming good relationships with their peers.
- Staff work in partnership with parents, maintaining a professional partnership that promotes children's development and progress.

What needs to be improved?

- the children's safety in regard to regular fire drill procedures
- the written procedures should a child become sick whilst at group
- the staff knowledge and understanding of equal opportunities.

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
6	Ensure that fire evacuation procedures are practiced regularly.
7	Review sick children's policy to include written procedures to be followed should a child become sick.
7	Organise staff rota to ensure that a fully trained, named first aider is in attendance at all times.
9	Develop staff's knowledge and understanding of equal opportunities issues.

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

How effective is the nursery education?

Chadwell Playgroup provides children with a stimulating environment, which helps children to make generally good progress towards the early learning goals. There is a wide range of equipment that supports children's progress in their learning, there is a need however to provide opportunities for children to develop their understanding of information, communication and technology. Children learn through a balance of play and more formal lessons.

The teaching is generally good, interesting activities are planned and provided. These are always set out by staff and as a result children have less opportunity to develop their play and learning or use their own ideas. Staff are not always clear about how activities could be extended for more able children this is noticeable in children mark making and writing. Children relate well to each other and their behaviour is good.

An assessment system has been developed to monitor and record children's progress. There is an effective system in place to provide good support for children with special educational needs. The systems in place to provide support for children who do not use English as their first language needs developing to help them to participate fully and to encourage parent participation.

Leadership and management is generally good, the Playgroup benefits from management and leadership by example. Staff are keen to develop their knowledge and skills and time is provided for staff training, and for discussion and planning.

Partnership with parents is generally good. Parents receive information about the playgroup and are able to visit prior to their children starting. There are opportunities for parents to stay with children when they are settling. Parents are able to access children's records of achievement and to meet with staff to discuss their children's progress. There is a need to develop a system to provide information for parents who do not speak English as their first language.

What is being done well?

- provides a welcoming and stimulating environment in which children can socialise and participate in a range of worthwhile activities which support their development.
- children are provided with opportunities to create two and three dimensional structures through the use of various materials and they show great pleasure in expressing their ideas.
- Staff maintain up to date records of children's progress and plan next steps in their learning.

What needs to be improved?

- the range of activities to encourage more able children to develop their mark making skills.
- the opportunities for children to develop their own ideas and their independence.
- staff knowledge of ICT and how this can be incorporated into the curriculum planning
- children's understanding of healthy eating and the effects exercise has on their bodies
- opportunities for children to learn about their own cultures and those of other people

What has improved since the last inspection?

Two key issues were identified at the last inspection in relation to mathematical development and children's personal social and emotional development. Both issues have been addressed effectively

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

The children are making very good progress in this area. Staff are enthusiastic and welcoming and this enables all children to have the confidence to try new activities. They value the children and their ideas, and listen attentively, responding to their suggestions. The children understand the need to take turns, share and work within agreed codes, and they are developing a growing understanding of right and wrong. Staff help the children understand the consequences of their actions.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are making generally good progress in this area. They listen and respond to stories with their own ideas and feelings. Story props further enhance these discussions. Many children recognise their own name card and add it to a wall display on arrival. Children's interest in writing is less effectively although there is a writing area there is little evidence to show that the more capable children are beginning to write on the work displayed in the playgroup.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress in mathematical development. They are learning to count through a range of practical activities. Number songs, stories and rhymes are used to introduce children to addition and subtraction. Children use mathematical language effectively. Within practical activities staff help the children to use their growing mathematical knowledge to solve problems, for example, using a dice game and reading stories to develop children's understanding of number formation.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are making generally good progress in knowledge and understanding of the world. They talk about themselves and remember past events. They learn about their own beliefs but are provided with limited information about the range backgrounds of people living in the community. Children have opportunities to build with a range of construction equipment. The opportunities for children to learn about every day technology is not effective.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children's progress in this area is generally good. Children have good co-ordination and control; they use of the wide range of large and small equipment available throughout each session skilfully and safely. They are learning how to care for themselves and each other, however there are too few opportunities for children to learn about the need for a healthy diet and the effects of food and exercise on their bodies.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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The children are making very good progress in the area of creative development. They are able to participate in a wide variety of activities and to use an extensive range of resources to explore colour, texture, shape, space and form in two and three dimensions and to respond in a variety of ways to what they see, hear, smell, touch and feel. The children have good opportunities to listen to, and respond to music and they use musical instruments on a regular basis.

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

- organise play resources so that children have opportunities to use their own ideas.
- extend opportunities for children to use equipment which promotes their learning about information, communication and technology.
- develop children knowledge of healthy eating and the effects exercise has on their bodies.
- the range of activities to encourage more able children to develop their mark making skills.
- the opportunities for children to develop their own ideas and their independence.
- provide more opportunities for children to learn about their own cultures and those of other people

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.