



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 130687

DfES Number: 518787

INSPECTION DETAILS

Inspection Date 26/04/2004
Inspector Name Sally Lamb

SETTING DETAILS

Day Care Type Full Day Care, Out of School Day Care
Setting Name Fiveways Pre-School Playgroup
Setting Address Between 8 and 10 Florence Road (Rear)
Brighton
East Sussex
BN1 6DJ

REGISTERED PROVIDER DETAILS

Name The Committee of Fiveways Playgroup 305178

ORGANISATION DETAILS

Name Fiveways Playgroup
Address Fiveways Pre-School Playgroup
Between 8 and 10 Florence Road (Rear)
Brighton
East Sussex
BN1 6DJ

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

Fiveways Pre-school has been open since in 1964. It offers a sessional and full day care service for children between two and five years as well as an after school club for children attending local schools. The group is located in the Fiveways area of Brighton and has sole use of purpose built premises, with a large secure outdoor play area. The group is committee run and a registered charity. The staff team of 34 all hold, or are working towards a relevant childcare or playwork qualification and is mixed in terms of age and gender. The playgroup is open from 8.30 to 15:30 during term time. Children attending the after school facility may stay until 18.00. During the school holidays, should the demand be there, the staff organise a playscheme which is open to all playgroup and after school children and their siblings.

Currently 129 children attend the playgroup throughout the week for a variety of sessions. There are 64 funded three-year-olds and 39 four-year-olds. The group support children with special educational needs and those, for whom English is an additional language. The children attending are representative of the local community. The group receives support from an early years teacher attached to the local Early Years and Childcare Partnership.

How good is the Day Care?

The quality and standard of care at Fiveways Pre-school is good. The playgroup is well organised to support children's learning and staff are committed and work very well as a team. All the relevant paperwork is in place; the pre-school maintains records well and regularly reviews it's policies and procedures.

There is an effective operational plan in place, which guides the staff, students and volunteers in their daily practice. High priority is given to health and safety, and hygiene practices are good. Snack time is very sociable, however opportunities are missed to help children develop their independence. Children staying for the after school club are provided with a healthy and varied menu of cooked teas. However, information on children's dietary requirements need to be more easily accessible to all staff.

The playgroup provides a calm, nurturing and child focussed environment as a result children are happy, confident and settled. Staff build warm, caring relationships with the children and know them well. They plan and provide a wide range of worthwhile and stimulating activities which help children's learning and development in all areas. Staff work well to include all children. There is a good range of toys and resources, particularly for imaginative and role play, and those that show diversity.

Partnership with parents and carers is very good. They are provided with useful information about the group and it's policies and procedures. Good links between home and playgroup ensure that children are looked after according to parents wishes and that parents are involved in their children's learning.

What has improved since the last inspection?

Not applicable.

What is being done well?

- There are effective arrangements to ensure all children are included and their individual needs met. Children with special needs are supported very well.
- Staff plan and provide a stimulating learning environment indoors and outdoors. Children enjoy the interesting range of activities which support their learning and are making good progress in all areas of their development. Activities are supported by a good range of toys, books and resources.
- An effective operational plan guides staff, trainees and volunteers in their daily practice.
- Partnership with parents is very good. The group uses a wide range of methods to inform parents about the provision, making them feel welcome and involved.
- Staff use available space creatively, particularly the sensory room and different outdoor play areas.

What needs to be improved?

- the accessibility of information for all staff, about children's individual dietary needs;
- the organisation of snack time;
- minor aspects of the complaints and child protection procedures.

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
8	Consider the re-organisation of snack time so that it provides opportunities for children to develop their independence.
8	Make information about individual dietary needs more easily accessible to all staff.
13	Put in place a written procedure to be followed in the event of an allegation being made against a member of staff.

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

How effective is the nursery education?

The provision is acceptable and of high quality. It enables children to make very good progress in all six areas of learning.

The quality of teaching is very good. Staff have a sound understanding of the Foundation Stage. They plan a stimulating and purposeful learning environment both indoors and outdoors and understand what children learn from it. They have high expectations of children's behaviour, set realistic and consistent boundaries and give regular praise and encouragement, as a result children are well behaved and learning to show concern for each other. Staff are skilled in developing children's language and question them effectively. They use everyday situations as well as some very good role play activities to develop children's understanding of number and simple calculations. Resources and accommodation are used effectively to promote children's learning. Staff frequently observe and assess aspects of children's development and learning and draw on these detailed assessments in planning what children need to do next. They give good support to children with special educational needs and help them to participate fully in the educational programme and to make good progress.

The leadership and management of the pre-school is very good. Well structured management systems, a clear understanding of roles and responsibilities and a strong commitment to improvement, contribute towards a shared understanding of good early years practice.

Partnership with parents is very good. The pre-school uses a variety of methods to inform parents about the provision, their child's progress and to make them feel welcome and involved in their children's learning.

What is being done well?

- The quality of teaching is very good, it has a positive impact on children's enthusiasm to learn and on children's progress. Staff explain things clearly and ask questions that encourage children to think.
- Staff's clear understanding of the Foundation Stage and how children learn, leads to well planned activities that engage and sustain children's interests and efforts. Planning gives careful and creative attention to providing a broad, balanced and stimulating indoor and outdoor environment. Space and resources are used well to meet individual children's needs, for example the sensory room.
- Children have very good opportunities to engage in meaningful role play situations. Staff regularly change the focus and link this to project work.
- Children with special educational needs are well supported through effective working practices that have regard to the Code of Practice. Records based

on frequent observations help staff to develop and implement play plans which ensure all children are valued ,included and individual needs are met.

- The strong emphasis on children's personal, social and emotional development. As a result children are happy, confident and eager to learn.
- Children's communication, language and literacy skills are encouraged well.

What needs to be improved?

- plans, so that they show how children's knowledge, understanding and skills can be extended and the activity adapted to suit more able children.
- opportunities for children to express their own ideas in cutting and collage activities.

What has improved since the last inspection?

Generally good progress has been made in tackling the two key issues identified in the previous inspection. Three and four year olds now have improved opportunities to explore shape and form in two and three dimensions, as for example, they design and build large structures with milk crates and models. Children find out how things work through well planned and resourced activities such as exploring magnets and staff make good use of everyday situations to encourage children to investigate.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children's confidence and self esteem are well encouraged by staff who act as positive role models, are sensitive to their needs and know them well. As a result children are enthusiastic and interested in learning; they display high levels of concentration and are learning to take care of their personal needs. Children make good relationships with adults and peers, take turns and share fairly. They have an awareness of and show interest and enjoyment in their own and other's culture.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident speakers and they use speech to express real and imagined feelings, as they engage in meaningful role play. They listen well to each other, to stories and instructions, enjoy books and know how to use them. The environment is rich in print and children see staff writing for a variety of purposes. Children select from a range of mark making resources and are encouraged to hear, say and write sounds and letters in everyday situations and planned activities.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Staff carefully plan and support everyday activities to give children good opportunities to talk mathematically. Children count confidently to ten and beyond and are developing an understanding of simple calculation through practical activities and action songs. Staff use questions effectively to encourage children's mathematical thinking and create an environment rich in numbers, shape and patterns.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children develop design and making skills using a variety of materials and tools which they can select for themselves. They explore the living world such as finding out how their bodies, plants and tadpoles grow. They investigate for example when experimenting with magnets and boats in water. Theme work, visitors and practical activities develop children's awareness of their own and other's culture and beliefs. Good use is made of the computer to support learning in other areas.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move around safely and with co-ordination and confidence. They make purposeful use of large equipment, such as old tyres, a see-saw, ride wheeled toys, travel over, under and through obstacle courses and participate in circle games to develop awareness of space and others. They learn to use tools and materials safely and with increasing control, however there is an over reliance on templates for wall displays. Everyday situations are used well to talk about keeping healthy.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children explore texture, shape and colour as they use a wide range of materials that they choose for themselves. They enjoy making and playing musical instruments, have a good repertoire of songs which they sing tunefully from memory, and recognise and move to simple rhythms. Children use their imagination in varied and interesting role play situations. They enjoy activities such as feely bags and food tasting that encourage them to respond in a variety of ways to their senses and feelings.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- the recording of extension activities in planning.
- opportunities for children to design and cut out their own shapes for collage and display work.

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.