



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 127365

DfES Number: 513741

INSPECTION DETAILS

Inspection Date 20/10/2003
Inspector Name Jane Wakelen

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Manor Road Playgroup
Setting Address United Reform Church Hall
Manor Road, Rusthall
Tunbridge Wells
Kent
TN4 8UD

REGISTERED PROVIDER DETAILS

Name Mrs Hayley Warr

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

Manor Road Pre School has been established for the past 30 years.

It operates from a single storey building attached to a church in the village of Rusthall just outside the town of Tunbridge Wells.

Accommodation comprises one large hall, toilets with a low level sink, disabled toilet, kitchen and large front garden which children can use under adult supervision.

There are currently 45 children aged from two years to five years on roll. This includes nine funded three-year-olds and six funded four-year-olds. Children attend for a variety of sessions. The setting currently supports three children with special needs, but all children have English as their first language.

The group opens five days a week during school term times. Sessions are from 09.15 to 12.00 each morning and in addition, Monday, Wednesday and Friday 13.00 to 15.30.

Five staff work with the children, one member of staff holds a NVQ level III early years qualification and three members of staff have a current First Aid Certificate.

How good is the Day Care?

Manor Road Playgroup offers satisfactory standard of care for children.

Five staff work in the group which operates in a hall adjacent to the church. The premises has recently been renovated and decorated and provides a bright, clean environment for children. The premises can now accommodate children and adults with disabilities. The group have use of a small room, with shelving for storage, which allows easy access for staff but does not enable children to self select toys. There is a shed for outdoor toys and equipment.

There are effective systems for the safe arrival and collection of children. All children are welcome into the group and currently three children with special needs attend.

The group works with outside agencies to ensure appropriate care is offered to the children. Staff have a good understanding of health and hygiene procedures and provide good role models for the children.

Children have a variety of activities and toys to choose from including large, physical play such as the climbing frame. Children are enthusiastic in their approach and staff show an interest in the children and promote good behaviour with praise and encouragement. Although children have access to a range of learning opportunities, staff do not use their assessment of the children's learning to plan the next steps in their development.

Partnerships with parents is a strength of the group. Staff ensure parents are welcome in the group and are fully informed of their child's development and progress. Information about events and topics are given to the parents termly in a newsletter. Parents are encouraged to comment on any aspect of the group by writing in a comments book.

What has improved since the last inspection?

The group were asked to write a policy for lost or uncollected children. This procedure has now been devised and implemented.

What is being done well?

- Premises are clean and bright and space is used effectively to allow for a wide range of activities that promote the six areas of learning.
- Staff have a good understanding of health and hygiene issues and provide role models for the children promoting healthy eating by providing fresh fruit and milk at snack time.
- There is a named member of staff as Special Needs co-ordinator who has completed a recognized course and liaises with outside professionals and the parents to ensure appropriate care is given.
- Staff work well with parents welcoming them into the group and ensure they are kept informed of their child's development.

What needs to be improved?

- the planning, to ensure it is based on assessment from each child to build and extend their learning
- the resources, to reflect positive images of culture, gender, ethnicity and disability
- the policies, to ensure they are up-to-date and include all relevant information, especially the complaints and child protection policy.

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
1	Provide an action plan to show how the two supervisory staff will ensure the NVQ level III criteria is met.	20/11/2003

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

Std	Recommendation
3	Develop and implement a system of planning that builds on the assessment procedure for each child, to build and extend their learning in all six areas.
9	Expand resources to reflect positive images of culture, ethnicity, gender and disability.
12	Update the Complaints policy to reflect Ofsted's role and contact details.
14	Ensure all policies are in place and are updated to include all relevant information in line with the National Standards.

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

How effective is the nursery education?

Manor Road Pre-school offers generally good quality provision which helps children to make generally good progress towards the early learning goals.

Teaching is generally good with some weaknesses. The staff have an understanding of the foundation stage and provide activities to promote all six areas of learning. However, lack of formal planning allows limited evidence of the activities children have been involved in. Most staff are enthusiastic in their approach to the children and encourage them to try new experiences. Staff ensure all children are integrated into the group and have access to all activities including those with special educational needs.

Staff promote good behaviour with praise and encouragement and behaviour in the group is good. Staff miss opportunities to extend children's vocabulary and the opportunity to mark make throughout the session. Children have many opportunities for creative and physical development and make use of all equipment supplied for them. There is limited opportunities for children to see the written word, letters or numbers in everyday use.

Leadership and management is generally good. The pre-school benefits from two supervisory staff who have a strong commitment to the group and a committee, made up mostly from parents. The staff work well as a team to provide continuity of care for the children. An appraisal system is due to be implemented but there is no formal induction programme for new staff. Training is encouraged although not all staff use this opportunity.

The partnership with parents and carers is generally good. Parents are well informed about their child's progress and offered opportunities to comment on aspects of the pre-school. A regular newsletter keeps parents about activities and events at the pre-school.

What is being done well?

- Relationships between staff, children and parents are good which ensures children's self confidence enables them to learn and develop within the group.
- Children show enthusiasm during activities and are motivated to learn in small and large groups.
- Staff are well motivated and interested in the children and ensure they have a wide variety of activities to promote the six areas of learning.
- Children's physical skills are promoted effectively through a stimulating range of activities.

- Children have an understanding of number sequence and are beginning to use mathematical language effectively in all aspects of their play.

What needs to be improved?

- Staff's use of planning and assessment to ensure the children can progress to the next stage in their learning.
- Children's understanding of the written word and opportunities to mark make, see labels, letters and words used in everyday situations.
- Children's opportunities to use their imagination to the full in creative activities.

What has improved since the last inspection?

The setting has made poor progress since the last inspection with regard to planning. There are limited plans in place and therefore poor evidence to show what children have achieved. The setting has improved its premises due to the building being renovated and now enables access for children and adults with disabilities. This has also provided more toilets and better storage for the groups equipment.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children make generally good progress in this area. They are confident achievers and feel part of the group. Staff are sensitive to their needs and children's behaviour is good. They learn to work in small and large groups and treat each other with respect. Children choose between activities and learn to take care of their personal needs, such as washing their hands and putting their coats on.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Significant Weaknesses

Children's progress in this area has significant weaknesses. Children communicate confidently with each other and adults. They listen well at story time and enjoy sharing books with adults. However, the children are not sufficiently encouraged to notice print, or the sounds of letters or words. There are limited opportunities for children to see labels or letters apart from books and opportunities to mark make are not extended outside of the drawing table.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children make generally good progress in this area. Children are able to use mathematical language in many activities and have an understanding of number sequence. They can sort in a variety of ways and are beginning to compare objects and recognize similarities and differences. Children are developing an understanding of simple addition and subtraction and staff encourage this in everyday situations. Children can match and name 2 dimensional shapes with increasing knowledge of 3 dimensional.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children make generally good progress in this area. Staff provide a good range of materials for children to learn texture, form and shape. Practical activities promote children's understanding of the world around them such as the magnifying glass with leaves and acorns. Children are able to notice changes that occur, for example, the colours of leaves in autumn and what occurs when water and icing sugar are mixed. Children construct models using recycled materials.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children make very good progress in this area. Children are confident when using the large equipment, such as the climbing frame and parachute and are able to control their bodies with co-ordination. They have the opportunity to use paintbrushes, pencils, handle scissors and cutters for dough. They partake in cooking activities using tiny decorative pieces and are able to use a pincer grip with precision and tools with increasing control. They show an awareness of space.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children make generally good progress in this area. Children are able to differentiate sounds and can compare different musical instruments. They join in with enthusiasm when singing songs and rhymes. Children have many opportunities to explore different materials, man made and natural, but staff limit children's imagination by planning the end product. Children are gaining an understanding of mixing colours to make new colours and enjoy experimenting with recycled 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

- increase children's awareness of print, the sounds of letters and words and of the different purposes of writing
- devise and implement a system of planning to provide the next steps in children's learning taken from the assessment procedure
- ensure children have sufficient opportunities to use their imagination in creative activities.

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.