



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 119520

DfES Number: 524634

### INSPECTION DETAILS

Inspection Date	20/01/2005
Inspector Name	Janette Elaina Langford

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Southchurch Park Playgroup
Setting Address	Northumberland Avenue Southend-on-Sea Essex SS1 2TH

### REGISTERED PROVIDER DETAILS

Name	The Committee of Southchurch Park Playgroup Committee
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### ORGANISATION DETAILS

Name	Southchurch Park Playgroup Committee
Address	Northumberland Avenue Southend-on-Sea Essex SS1 2TH

## 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

Southchurch Pre-school opened in 1968 and operates from the church hall to the rear of the United Reformed Church in Southend. A maximum of 26 may attend the setting at any one time. The group opens five mornings a week during school term times. Sessions are from 09:15 until 12:00 Monday to Friday.

There are currently thirty five children from two to under five on roll. Of these 24 children receive funding for nursery education. Children come from a local catchment area. The setting currently supports a number of children with special needs, and also supports a number of children who speak English as an additional language.

The setting employs nine staff. Two of the staff, including the manager hold appropriate early years qualifications. Four staff are currently working towards a qualification.

### How good is the Day Care?

Southchurch Pre-school provides satisfactory care for children. The setting continues to work towards half the staff having qualifications to level two or three, and seven staff have recently attended training. The setting is run by the committee, however, Ofsted have not been informed of staff and committee changes. The session runs smoothly and staff use their time well.

The premises offers a large hall for play, although staff have limited storage space for equipment. The toilet area is also used for storage and the arrangements for children to wash their hands are inadequate. Children have access to a range of good quality play equipment which is stimulating and attractive to children. Most of the required documents are in place, although there are currently no written procedures to follow in the event of a fire and no fire notices displayed in the hall.

Staff carry out regular risk assessments and have appropriate policies regarding medication and accidents. Four staff hold current first aid certificates. Children are

provided with healthy and nutritious snacks. Staff are aware of their responsibilities regarding child protection.

Children are involved in a broad range of activities supporting their language, mathematical thinking, imagination and creativity. Some equipment reflects our multicultural society and there is an appropriate equal opportunity policy. Staff are aware that some children may have special needs and there are effective systems in place to support them. Children behave well and staff manage any unwanted behaviour in a calm manner.

Parents are given verbal information on policies and a prospectus with details of the provision is available. Written policies and procedures are not included in the prospectus or shared with parents, although newsletters with information about the setting are sent out regularly.

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

At the last inspection the setting agreed to improve safety. They have made poisonous plants inaccessible to children, made the garden more secure and have provided a step to help children reach the washbasin.

The setting was asked to devise and implement some necessary policies and procedures. They now seek written permission for emergency treatment and obtain written permission for administering medication. An appropriate equal opportunities policy and child protection procedure is now in place. The complaint policy includes Ofsted's name and address and records are stored securely.

The setting has made some improvements to the storage problem, the cleaning fluids are stored out of reach of children and a risk assessment has been carried out on the premises.

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

- Staff use their negotiation skills with children and help them think about the consequences of their actions on others. Staff are patient with children and use different initiatives according to the individual child to manage their behaviour.
- There is a stimulating range and balance of activities. Children make decisions, explore and investigate and are developing new skills with good support from staff.
- Staff prepare a variety of different types of fruit for children at snack time which is offered around the circle by a child. Some conversation about healthy food takes place simultaneously.

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

- procedures to inform Ofsted of changes

- arrangements for hand washing
- fire safety
- partnership with parents, ie. sharing information.

**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**

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	Ensure that Ofsted are informed of changes in staff and committee members.	25/02/2005
6	Meet any recommendations made by the Fire Safety Officer and devise a written procedure to be followed in the event of a fire.	25/02/2005

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

Std	Recommendation
7	Review hand washing procedures to ensure they prevent the spread of infection.
12	Devise a system for sharing policies and procedures with parents.

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

### How effective is the nursery education?

The provision for nursery education at Southchurch Pre-school is good. It enables children to make very good progress towards the early learning goals in their physical development and generally good progress in other areas of learning, with the exception of communication language and literacy, which has some significant weaknesses.

Teaching is generally good and is in line with the Foundation Stage. Children learn through free play and staff interact effectively with them. Planning is clearly linked to the early learning goals and some differentiation is detailed but little specific group work is organised and more able children are not sufficiently challenged.

Staff demonstrate their understanding of how children learn and sessions are evaluated verbally. Progress records are devised from observations and the stepping stones achieved are recorded in the profiles. Staff can see the child's next steps in learning at a glance.

Leadership and management is generally good. Although the group is committee run, the supervisor has daily responsibility for the smooth operation of the setting. She liaises with the EYDCP, supports staff in their training and expects them to share their knowledge. Staff meetings take place regularly along with informal discussions. The supervisor oversees the planning and delivery of the curriculum and monitors the progress records.

Partnership with parents is generally good. Parents receive information about the Foundation Stage in the prospectus. Parents can take their child's progress record home and have informal discussions with staff at any time. Parents are invited to share what they know about their children, however, this is not recorded in the progress records. Craft mornings are organised so that parents can see and share in some activities with their children.

### What is being done well?

- Children are developing a sound understanding of labels as numbers and for counting and the importance of being able to count accurately. They are beginning to understand simple concepts of calculation through practical experiences and to see it as purposeful.
- Children are given choices throughout the session including choosing activities and their snacks. Children can spend extended periods of time at their activities if they wish.
- Children are encouraged to become independent. They are given simple tasks and responsibilities, such as helping at snack time and clearing away the toys, which all children enjoy.

<b>What needs to be improved?</b>
<ul style="list-style-type: none"><li>● the challenges for more able children</li><li>● opportunities for practising mark making and linking sounds and letters.</li></ul>



<b>What has improved since the last inspection?</b>
<p>The setting has made generally good progress since the last inspection.</p> <p>Further opportunities for children to recognise and talk about the changes that happen to their bodies when they exercise have been developed and added into the daily routines.</p>

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are confident to try new activities and beginning to spend longer periods of time concentrating. They are developing their self esteem and show pleasure at their own achievements. They enjoy working with adults and sometimes play co-operatively with others. Children know the routines, are starting to learn some personal independence and are good at taking turns. There are opportunities for children to begin to respect the needs of others.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Significant Weaknesses
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Children interact with one another and talk to staff, initiating conversations with them and speaking clearly. They enjoy listening to stories but can be distracted by younger children. During play, children use speech to organise their thoughts, sometimes talking about their intentions. Opportunities to link sounds and letters are sometimes missed, and although writing, mark making tools and books are available, these are generally restricted to one area and not included in other play areas.

### MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children say and use number names, count reliably up to five objects with some able to count up to ten. They use number language and recognise some numerals. Children take part in activities and number songs and rhymes which help them to understand adding and subtracting. Some worksheets are used but they do not always link to a practical activity. Children use language to describe and compare shapes, position, size and quantity particularly when prompted by staff.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children are curious and interested in investigating materials and objects and want to know what might happen next. They talk about what they are making and attempt to design things using a variety of construction resources and natural materials. There is some equipment to help children learn about ICT and how things work but this is less clear in the planning. Children are learning some aspects about their environment and the wider world.

### **PHYSICAL DEVELOPMENT**

Judgement: Very Good

Children experiment confidently with different ways of moving and use space both inside and out to run around and skilfully negotiate obstacles. They enjoy fitting into small spaces such as tents and tunnels. Children are beginning to understand some healthy practices and the effects that exercise have on their bodies. They use apparatus and equipment imaginatively in their play and use tools purposefully with increasing control and safety.

### **CREATIVE DEVELOPMENT**

Judgement: Generally Good

Children explore and experiment with colours and textures in art and craft activities. There are many materials to use in collage work and some of their directed art is included in larger displays. Children enjoy singing, with occasional opportunities to use musical instruments, practising making sounds softer and louder. Different types of imaginative play equipment is provided each day but there is no role play area. Children are encouraged to respond to their feelings and experiences.

**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**

- plan further opportunities to challenge the older and more able children
- create daily opportunities for children to practise mark making and linking sounds and letters within a variety of play experiences.

*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.*