



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 128475

DfES Number: 510411

INSPECTION DETAILS

Inspection Date 14/06/2004
Inspector Name Theresa May

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Mill Grove Playgroup
Setting Address 10 Crescent Road
South Woodford
London
E18 1JB

REGISTERED PROVIDER DETAILS

Name Mill Grove Christian Charitable Trust 1078661

ORGANISATION DETAILS

Name Mill Grove Christian Charitable Trust
Address 10 Crescent Road
South Woodford
London
E18 1JB

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

Mill grove Christian Play Group has been registered since 1992. It is situated in a community hall which is attached to the Mill grove community complex. It is part of a Christian charitable organisation. It offers a child care service to the local community.

It operates from one large hall and has the use of two rooms downstairs. It has a fully enclosed garden for outside play.

The operational hours are from 9:30 am to 12:00 and 12:45 to 3:15. These run on a Monday, Tuesday, Wednesday and Friday term time only.

There are currently 52 children on roll. There are 18 funded 3 year olds and 8 funded 4 year olds. Children attend for a variety of sessions. The setting is currently supporting one child with special needs and 3 children who speak English as an additional language.

Christian teachings are included within the activities provided in the form of prayers. French lessons are available once a week.

The staff team consists of 6 staff members 4 of whom hold child care qualifications. The setting is member of the Early Years Development and Childcare Partnership.

How good is the Day Care?

The quality and organisation of the day care is good. The majority of staff have an early years qualification and there is a commitment to training through the Early Years Partnership. The pre-school organises the space and materials effectively for the children allowing them to make choices. There are a wide range of toys and equipment which meet the children's individual needs and help to create a stimulating environment for the children. All the required documentation are available, however the register, the child protection procedure and the complaints procedure lacks detail.

The premises are clean and well maintained. They are safe and secure with effective systems for the arrival and collection of the children. Staff have good hygiene routines with the children. All children are treated with equal regard and there are systems in place to support and include children with special needs. The staff are aware of child protection issues and understand how to progress concerns.

The staff observe the children and record their achievements. They plan a range of activities for the children which promotes their learning and development. There is a key worker system in place and the staff know the children well. The children are happy and settled. The children are praised and encouraged during their play. The children behave well and were happy to share and co-operate with each other.

The pre-school work in partnership with the parents. They are welcomed in to the nursery, offered a settling in period and information is obtained from the parents regarding the care of the children. This is recorded and parents wishes are respected. Parents are informed about their children verbally on a daily basis. The parents receive a final report of achievement when they leave. There is a parents prospectus for them to refer too.

What has improved since the last inspection?

Since the last inspection the pre-school has written a no smoking policy for the health and safety of staff and children.

They have obtained a copy of the child protection procedure to ensure their knowledge and understanding of how to progress any concerns.

What is being done well?

- The staff know the children well; they listen and value what children say, they talk with them about what they are doing and give praise and encouragement to the children. The children are happy, settled and well behaved. They listen and co-operate with each other and adults.
- The space available is planned effectively so there are areas for rest and play. The children have room to move comfortably and are able to access the activities.
- There are a wide range of toys and equipment which meets the children's needs. It is rotated and accessible for the children so they are able to make choices and decisions in their play.

What needs to be improved?

- the detailed information recorded in documentation.

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
14	Ensure the complaints procedure and child protection procedure includes all necessary details.

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

How effective is the nursery education?

Children that attend Millgrove playgroup are making very good progress towards the Early Learning goals in all areas of learning. Staff provide a warm, caring atmosphere in which children are happy and motivated to learn.

The quality of teaching is very good. Staff know the children well, they use this knowledge and their sound understanding of the stepping stones effectively to progress children's learning. Staff manage children's behaviour well which helps children to develop confidence and self esteem. The outdoor environment is used well to extend children's learning. Resources are of good quality and are used imaginatively by staff to encourage children's independence. Planning is detailed and covers all six areas of learning. Staff and parents share information on children's individual learning at the start of most days. Staff complete records of children's achievements, which are given to parents when their child leaves the playgroup. There are no systems in place to share information on children's progress with parents more regularly.

The leadership and management is very good. The manager has a good understanding of her roles and responsibilities. The staff work well as a team, there are regular team meetings where key workers share their observations of children's learning and plan for the next steps. Staff are encouraged to attend training to develop their skills.

The partnership with parents is generally good. Staff encourage parental involvement. They have good opportunities to be involved in their children's learning when helping at times of celebration and sharing information on their culture and religion.

What is being done well?

- Staff plan a worthwhile range of activities, the large hall is used well to develop children's independence and encourage children to take responsibility for their own learning. A good balance of child initiated and adult led activities is achieved throughout the day.
- Children are confident speakers. They concentrate well and listen carefully to instructions.
- Staff manage children's behaviour well, good behaviour is valued and encouraged. Staff are consistent in their approach.
- The large safe outside play area is used well to progress children's learning across the curriculum. There are good opportunities to explore and investigate living things when observing frogs and tadpoles in the small pond.

What needs to be improved?

- procedures for sharing information on children's progress with parents.

What has improved since the last inspection?

There were no key issues identified at the last inspection consideration needed to be given to further developing planning to include learning objectives for all activities.

Planning now identifies what children are expected to learn from most activities. Learning outcomes are displayed for regular activities. The playgroup were also required to consider including writing materials as part of role play on a daily basis to help three year olds develop an understanding of writing for a purpose. A writing area is now available every day and writing for a purpose is included in planned activities and as part of role play situations.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress in this area of learning. Children are confident in their surroundings, they are happy and motivated to learn. They have good relationships and share and take turn at activities they have chosen for themselves. Children demonstrate good personal independence when selecting activities, putting on their aprons for painting and washing their hands after sticking activities. Staff have high expectations for children's behaviour and children behave well.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are making very good progress in this area they are good communicators they speak confidently in group situations. Letter of the week helps children to match letters to the sounds they make. Children handle books well they understand how they operate. children listen attentively ay story time and re tell the story from memory. Sand trays and drawing the strips on tigers helps children develop pencil control and to start to form recognisable letters.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Very good progress is being made by children in this area of learning. Children confidently count to ten and above. Staff promote mathematical language in everyday routines. Children are beginning to use mathematical language as part of their play when matching train carriages to their engines. They read numbers using the well positioned number displays. They compare size and shape using sand and water.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are making very good progress in this area of learning. Children have good opportunities to explore and investigate living things when caring for the pre school pets and when exploring in the large safe garden. They are developing a good sense of time and place through daily discussions. Programmable toys help children start to understand how to operate simple equipment to support their play. Their interest in cultures and beliefs is fostered when sharing times of celebration.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress in this area of learning. Children respect each others space when they manovear around the play room. The safe outside play are is used well to promote children confidence and coordination at climbing and balance. Visits from the dentist and regular routines helps children recognise the importance of staying healthy. Children use small tools and equipment scissors, glue spreaders and paint brushes safely and skilfully.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children are making very good progress in this area of learning. Children experiment with colour and textures when mixing colours together at the art easel and when cutting materials for sticking. They excitedly make up stories and role play using props and resources from the well resourced role play area. They use dough and natural materials well to express their ideas and thoughts creatively. Music tapes played throughout the day helps children recognise patterns in sounds.

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 key issues identified at this inspection. However, consideration should be given to producing procedures that ensure parents receive more regular information on their child's progress towards the early learning goals.

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.