



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 127063

DfES Number: 522414

### INSPECTION DETAILS

Inspection Date	17/11/2003
Inspector Name	Janette Mary White

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Burham Pre-School Playgroup
Setting Address	Burham Village Hall Rochester Road, Burham Rochester Kent ME1 3SH

### REGISTERED PROVIDER DETAILS

Name	The Committee of Burham Pre School Playgroup
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### ORGANISATION DETAILS

Name	Burham Pre School Playgroup
Address	Burham Village Hall, Rochester Road Burham Rochester Kent ME1 3SH

## 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

Burham Pre-School Playgroup opened in 1972 and transferred to the village hall in 1989. It operates from 2 rooms in a hall in Burham, Rochester. The group serves the local area.

The setting opens four days a week during school term times. Sessions are from 9.15 to 11.45. However, they open for a fifth session from January till July each year.

There are currently 22 children from 2 years and 9 months to 5 years on roll. This includes 10 funded 3-year-olds. The children attend for a variety of sessions. The setting currently support no children with special needs or children who speak English as an additional language.

There are eight staff that work with the children and two of these have early years qualifications. Of the six remaining staff, all are currently on training programmes. The setting receives support from a teacher from the local Early Years Development and Childcare Partnership (EYDCP). It is a member of the Pre-School Learning Alliance (PLA).

### How good is the Day Care?

Burham Pre-School Playgroup provides satisfactory care for children. The staff have clear routines that help children feel secure within a stimulating environment. The staff stress safety at all times and children have an awareness of potential dangers. They give positive attention to developing children's understanding of hygiene practice, but at times do not fully encourage children's independence.

The staff plan the activities, which reduces the children's opportunities for self-selection. The staff ensure that children are involved in a range of interesting activities. They provide imaginative activities, which help meet the children's developmental needs. The environment is welcoming and the space is used effectively. The staff have positive relationships with the children, who are happy and settled.

The staff develop positive relationships with parents. There are clear procedures and behaviour boundaries that are understood by both children and parents. The staff described a positive attitude to discipline and children have consistent clear boundaries. The parents are provided with written information, policies and procedures regarding the service provided. Information is shared about the children and their achievements. Relevant paperwork is in place although this has not been reviewed recently.

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

Not applicable.

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

- The group makes effective use of all the available space, staff and other resources. The children benefit from the range of activities.
- The group has positive relationships with children. The staff enjoy their company and know them well. The children are happy and settled.
- The group has a range of toys and equipment. The staff use these to plan stimulating activities to promote their development. Children are happy and engaged in their play and respect each other's differences.
- The group offers a warm and welcoming environment. Parents and children are greeted at the entrance. Children feel safe and secure.
- The group makes sure the children understand about safety. The children are able to make use of the space safely.
- The children respond well to clear guidance and praise. They eagerly take part in planned activities and are happy to tidy away toys afterwards.
- The group is organized and presents parents with written information. The parents are aware of the service being provided.

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

- the use of written risk assessments for outings, identifying actions to be taken to minimize identified risks
- the fire safety evacuation policy
- the provision of positive images that promote equality of opportunity
- the written statement that provides details of the procedure to be followed if parents have a complaint.

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

Std	Recommendation
9	Ensure that children have appropriate resources reflecting positive images that promote equality of opportunity and anti-discriminatory practice.
12	Make available to parents a written statement that provides details of the procedure to be followed if they have a complaint.

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

### How effective is the nursery education?

Burham Pre-School Playgroup offers generally good quality nursery education. Effective planning and teaching methods help children to make generally good progress towards the early learning goals.

The quality of teaching is generally good. Staff have a good knowledge of the foundation stage and stepping stones. This helps them plan a range of interesting activities. Role play is encouraged and children are able to use their imagination. However, some activities are adult-led, with children not able to make choices consistently. More challenges could be set for the more able children. There are some weaknesses in the area of mathematical development. Children could be helped to further develop their use of mathematical ideas to help them solve simple problems. Staff have recently adopted a new assessment and review system. This will help them make observations on children's achievements and use these observations for future planning.

Children's behaviour is good. There are clear boundaries, which they understand and respect. Children are confident, secure and show consideration for their peers and adults. Although there are currently no children attending with special educational needs or who speak English as an additional language, there are effective systems in place.

Leadership and management is generally good. However, staff and committee could be more effective in assessing the setting's strengths and weaknesses. Staff are committed to monitoring and improving the care and education of the children. Access to additional childcare training for staff is an on-going problem.

The partnership with parents is generally good. Parents are kept informed about the setting. Parents receive some information about how their children are progressing towards the early learning goals. However, information about the setting's new assessment and review system for observing and recording the children's progress has not been given to parents.

### What is being done well?

- The staff interact well with the children. Children are able to talk confidently and respond well to the staff.
- Children's behaviour is good. Staff are effective role models. Children communicate and negotiate well with each other.
- There is a wide choice of activities and resources available to the children. These enable them to learn about and investigate the world around them and how things work.
- The relationship between the provision and parents is good. Parents are

satisfied with the information they receive about the setting.

**What needs to be improved?**

- the opportunities for children to choose their own activities and resources more regularly
- the opportunities for more able children to develop their skills in solving simple mathematical problems
- the information for parents regarding how their children's progress towards the early learning goals is monitored and recorded.

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

Not applicable.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are happy, confident and motivated to learn from new experiences. Their behaviour is good and they understand the group's boundaries. Children work in groups well, forming good relationships with their peers and adults. Children have limited choice of activities at certain times of the session.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident speakers and communicators. They can read some familiar words. Some of the more able children are beginning to write their names and use mark-making in everyday situations. However, more choice of mark-making tools would benefit the more able children. The book area could be made more inviting to children.

### MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children are able to count quite well. They are able to recognise numbers and shapes. There are some missed opportunities for counting in some activities. There are missed opportunities, in some otherwise good activities, for children to look at weight, quantity and space.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children can build and construct using a variety of resources. They can talk about events in their own lives. Children recognise and are able to talk about their local environment. They have limited images around them which reflect other people and cultures positively.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move confidently, using the space available very well. They are good at using a range of small and large equipment. Children show a good awareness of space and of others around them. There are missed opportunities for children to talk about how their bodies work and feel, when they are doing an activity.

### CREATIVE DEVELOPMENT

Judgement: Generally Good

Children know and recognise colours and shapes well. They enjoy dancing and role play, making good use of the resources available to them. There are missed opportunities for children to use the musical instruments. There are also missed opportunities for children to be able to choose from a wider range of mark-making resources.

**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**

- extend the challenges set for more able children
- increase the opportunities for children to choose their activities and resources
- improve the quality of the information given to parents, about their children's progress in the foundation stage.

*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.*