



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 147506

DfES Number: 521066

### INSPECTION DETAILS

Inspection Date	13/09/2004
Inspector Name	Pauline Nazarkardeh

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Bo-Peep Playgroup
Setting Address	Edgware Scout & Guide Hut Rectory Lane Edgware Middlesex HA8 7LG

### REGISTERED PROVIDER DETAILS

Name	Mrs Tanya Anne Sai
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## 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

Bo-Peep Pre-School is a privately owned group in the London Borough of Barnet. It opened in 1987 and offers places to families living in Edgware and beyond. The setting is housed in a Scout and Guide Centre and children have use of a large hall, two smaller rooms and an outdoor-grassed area.

There are currently 67 children from 2 to 5 years on roll. This includes 35 funded 3-year-olds. The setting currently supports a number of children with special needs, and who speak English as an additional language. The nursery caters for children between 2 and 5 years of age and provides morning sessions for older children from Monday to Friday, 09:30 to 12:15. The afternoon sessions, from 12:45 to 15:15, cater for younger children.

There are 7 staff working directly with the children. All the staff have early years qualifications to NVQ level 2 or 3. The setting receives support from a mentor from the Early Years Development and Childcare Partnership (EYDCP).

### How good is the Day Care?

The organisation of the day care is good. The group provides a warm, friendly and stimulating environment. Displays of children's work provide good talking points for children and parents as they arrive.

The activities, the organisation of play space and the resources are good, children choose and use these with confidence and imagination. Throughout the day staff involve themselves in children's play to very good effect. The staff show a good knowledge of individual children's interests and stages of development. They provide interesting opportunities for children to develop and learn. Children's behaviour is good they help each other and co-operate well with staff.

There are effective systems in place for children's safety and health. Children with special educational needs are supported well and there are good links between staff, parents and other agencies to further support these children.

The partnership with parents is good. Detailed information is obtained from parents before a child starts so the child's individual needs can be met. Parents are given good written information about the group, for parents who are unable to visit a video of the group in operation is available to borrow. Activities plans and curriculum information are displayed for parents.

Documentation is well organised with established systems in place to record and hold written records. The information needed from parents to provide care, which meets each child's individual needs, is in place. The operational plan and some procedures need updating.

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

Not applicable

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

- Staff are warm and responsive to the children, they follow children's lead, they are interested in what they say and do and this is reflected in the children's confidence.
- A stimulating range of activities are offered which are very attractively set out in each room. Staff help children make choices from these and to develop their own ideas.
- The behaviour policy is implemented effectively to encourage children's good behaviour and support staff in developing consistent practice.
- Staff welcome parents into the group and spend time exchanging information about their children.

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

- the policy for child protection to identify what action will be taken should an allegation be made against a member of staff
- the policy for lost and uncollected children
- the organisation of a working operational plan

#### **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
2	Develop the policy for lost and uncollected children.
2	Put into place a working operational plan.
13	Develop the policy for child protection to identify what action will be taken should an allegation be 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 for nursery education at Bo-Peep Pre School is very good. Children make very good progress towards the early learning goals in all areas of learning.

The quality of teaching is very good. Staff are skilled at developing children's language through good phonics work and planning a variety of practical activities. Resources are varied and of a good quality. Children work successfully in groups and individually and are sufficiently challenged, especially in practical mathematics activities. Staff use their knowledge of the stepping stones and early learning goals as a basis for their assessment of the children. As a result staff observe and keep notes on children's progress and plan activities accordingly. Staff have a clear understanding of the learning intentions of planned activities.

Leadership and management of the setting is very good. The management team have successfully put in place long and short term plans. Acting on advice, they ensure that staff are usefully deployed, given training and support and that teaching is regularly monitored and evaluated.

The partnership with parents is very good. Parents are well informed of forthcoming events. They have opportunities to meet and talk informally with staff about their children's progress. Play plans, a video and a parents' booklet are available, informing parents of the foundation stage curriculum. Parents openly voice their satisfaction with the provision.

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

- Children are motivated to learn through a wide range of practical activities, which build on children's interests.
- Children are effectively challenged in all areas of learning.
- Relationships between staff and the children and parents are good. This helps children to feel secure and give them more confidence.
- The management of children's behaviour is very good. Children are clear about the boundaries and they respond well to staff intervention.

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

- opportunities for children to develop their independence in self selection activities and free writing
- the system for observing children.

<b>What has improved since the last inspection?</b>
<p>Very good progress has been made since the last inspection. A new manager is now in place and she demonstrates a clear understanding of the Foundation Stage Curriculum. She is aware of the need to make sure that children's achievements are dated and consistently completed for all six areas of learning. Most records, but especially for ICT show children's progression as well as any gaps in their learning. This practice is in the process of being expanded to all areas of learning</p> <p>Under the leadership of the new manager many learning opportunities are now provided for children during snack times. Staff and children sit together and discuss a range of topics. Children often take the lead in these discussions. Children are also developing their independence by pouring their own drinks. When needed staff are available to assist children giving them praise and encouragement.</p>

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children form very good relationships with adults and peers. They select some resources for themselves and play independently. Children have a good awareness of the behavioural boundaries and expectations within the setting. They are taught to work as part of a group, take turns and share fairly. Children concentrate very well and sit quietly when appropriate. Children have good personal independence and awareness of their own needs and feelings.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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The children are confident communicators and through open ended questions staff encourage them to develop their thinking. They enjoy listening to stories and use books independently, adults use props effectively to retell familiar stories. Children recognise their own name card, which they find on arrival. They are developing their written skills well, older children can write their own names. Adult written text provides a good role model and they teach children the sounds that letters make.

### MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children are confident when counting and calculating. Most of the children can count to 10 and some count further. There are many opportunities for children to begin to recognise numerals 1-9. Children can recognise and name a range of 2D shapes. They are able to match and confidently complete puzzles. Staff provide children with well planned practical activities to explore weight and height.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children find out and identify features of living things and events they observe, and investigate objects and materials. They use magnifying glasses to look closely at similarities and changes to seeds they have grown and insects found in the garden. They ask questions about why things happen and how things work. They are taken on short walks to the shops and library and as a result find out about their local environment.

### PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children handle a range of large and small equipment with confidence. They can manage scissors, pencils, small world items and construction items with increasing control. They are able to run, climb, walk, catch and throw. Children regularly participate in large physical activities. There are opportunities for children to develop their awareness of healthy practices in relation to eating and hygiene.

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Very Good
Children use their imagination in art, design, music, dance, role play and stories. Staff provide a wide range of creative resources for children to explore colour shape and form in two and three dimensions. Children match movements to music, and with adult support, act out stories such as "Old Mc Donald". They sing songs from memory, and express and communicate their ideas, thoughts and feelings by using a widening range of materials.	
<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>	

## **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:
- provide more opportunities for children to develop their independence in self selection activities and free writing
- continue to develop the system for observing children.

*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.*