



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 226883

DfES Number: 595063

INSPECTION DETAILS

Inspection Date	20/09/2004
Inspector Name	Yvonne Chapman

SETTING DETAILS

Day Care Type	Out of School Day Care, Sessional Day Care
Setting Name	Sikh Community Centre Playgroup - Summer Scheme
Setting Address	106 East Park Road Leicester Leicestershire LE5 4QB

REGISTERED PROVIDER DETAILS

Name	The Committee of Sikh Community Centre Playgroup - Summer Scheme
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ORGANISATION DETAILS

Name	Sikh Community Centre Playgroup - Summer Scheme
Address	106 East Park Road Leicester Leicestershire LE5 4QB

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

Roseberry Playgroup operates in the Guru Tegh Bahadur Gurdwara Community Centre in the Spinney Hills area of Leicester. The playgroup opens Monday to Friday during term times. Sessions are from 08.30 until 12.29 and 13.30 until 17.29.

There is also a playscheme operating for four weeks during the summer.

There are currently 14 children from 2 to 5 years-of-age on roll. This includes 2 funded 3-year-olds and 2 funded 4-year-olds. All children speak English as an additional language. There are no children at present who have special needs.

All of the staff working in the playgroup hold a child care qualification equivalent to NVQ level 3 or are working towards one.

The setting receives support from a teacher/mentor from the Leicester City Early Years' Development and Childcare Partnership and the Pre-School Learning Alliance.

How good is the Day Care?

Roseberry Playgroup at the Sikh Community Centre provides satisfactory care for children. The staff supervise children well and work closely with them at their activities. Most documentation is in place and accessible, however the visitors book and medication record lack some details. Policies and procedures are regularly reviewed and adopted by staff and management committee. A new management committee has recently been elected and as yet Ofsted have not been informed of these changes.

Staff are vigilant about children's safety. However, as the centre is used by members of the community, risks have been identified with regard to the security of the area the children use and the toilet arrangements. Children establish effective hygiene routines and are aware of attending to their personal care needs. They are provided with a good range of healthy snacks and drinks are always accessible. Staff have an

understanding of child protection issues and are aware of where to report any concerns.

Children benefit from a planned programme of activities and the playgroup has good quality and age-appropriate resources. Children are relaxed in their dealings with adults and each other and the routines help children to understand what is expected of them. Staff take active steps to promote inclusion of children with identified needs. Children who speak English as an additional language are well supported by the multi-lingual staff group.

Parents receive a good range of well presented information about the playgroup, it's routines and activities. Parents are able to share information about their child's progress and a written daily report provides details of what the child has been involved in.

What has improved since the last inspection?

At the last inspection, there were a number of actions raised with regard to policies and procedures relating to the playscheme for five to eight-year-olds. These have now been addressed and all are now consistent with the ones used by the playgroup. Issues about staff deployment, persons being left alone with children who are not vetted, and planning and providing appropriate play opportunities also related to the playscheme. Evidence indicates that all staff are managed effectively, deployed appropriately and a suitable range of play opportunities were offered on the schemes operating this year. Socket covers are now available and the fire detection equipment is checked and records kept. This improves fire safety and the general welfare of children attending. Drinking water is now accessible at all times for all age groups, which enables them to be appropriately hydrated.

The group was also asked to provide a risk assessment of the premises, this is still outstanding and is an action from this inspection. Ofsted have been informed of the registered person, but a new committee has been elected since the last inspection. They have not yet submitted the necessary documentation to Ofsted, so this is also an action from this inspection.

What is being done well?

- Staff speak to children and parents in their preferred language. Written information is also translated if required.
- Staff are aware of their responsibilities; they are supportive of children who are unsettled and help them to separate from their carers.
- Positive expectations, use of praise and simple explanations helps children to show care and concern for others and their surroundings.

What needs to be improved?

- the recording of hours of attendance of visitors

- the information supplied to Ofsted of any changes, particularly with regard to the management committee
- the risk assessment of the premises, with particular regard to security and toilets
- the medication record.

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 Ofsted is informed of any relevant changes, especially with reference to the management committee.	04/10/2004

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

Std	Recommendation
2	Ensure the visitors book consistently shows when visitors are present.
6	Conduct a risk assessment on the premises identifying actions to be taken to minimize risks, with particular regard to security of the areas used by children and toilet areas used by children and other members of the centre.
7	Keep a written record, signed by parents, of medicines given to children.

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

How effective is the nursery education?

The children at Roseberry Playgroup are making generally good progress towards the early learning goals. The communication with parents and children in their preferred language is a particular strength of the setting.

The quality of teaching is generally good. The leader of the group has a thorough understanding of the early learning goals and the knowledge of the rest of the staff group is increasing. All areas of learning are included in the curriculum planning, although learning intentions are not always met. Activities are presented well, but are not extended to provide sufficient challenge for older children in some areas of learning. Children with English as an additional language are well supported and encouraged to participate in the full range of activities. Staff work together effectively as a team; they manage children well and build good relationships with all children. Observations and assessments are not sufficiently detailed or completed frequently enough for staff to effectively judge children's progress.

The leadership and management of the playgroup is generally good. There has been a recent change in the manager and management committee of the Centre and good systems of communication are being built. The leader of the group involves the staff in all aspects of the group and values their skills and abilities. The group is aware of the current weaknesses in observation and assessment and appreciates the support from outside agencies to address this.

The partnership with parents is generally good. Staff make themselves available to speak with parents daily. Good quality information is available about the setting and parents welcome the opportunities to extend their child's learning at home. Staff give written and verbal feedback about children's progress, but this is not always comprehensive due to limited details in developmental assessments.

What is being done well?

- All of the children attending the playgroup have English as an additional language. Staff work closely with these children and their parents to ensure they can access all parts of the playgroup routine.
- Children respond to the consistent high expectations for their behaviour. They are co-operative, considerate and caring towards younger and less able members of the group.
- Children are provided with many relevant opportunities to access the local surroundings. They have walks around the area and discuss features in the environment.
- Children use their imagination well and they act out familiar stories. They express themselves freely through the use of instruments, movement and dancing with ribbons, as they listen to a range of musical styles.

What needs to be improved?

- the system of observing children and recording their progress
- the consistency in teaching and monitoring to ensure that learning intentions are met
- the challenge for more able children in the areas of mathematical and physical development and some areas of literacy
- the opportunities for independence at snack time and the use of information technology
- the quality of information given to parents about their child's development.

What has improved since the last inspection?

Generally good progress has been made since the last inspection. Children now have opportunities to use appropriate physical apparatus. Small groups are organised to enable three-year-olds to be active participants.

Assessments are updated and make specific reference to the early learning goals, however they are not sufficiently detailed to effectively measure children's development.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children demonstrate high levels of enthusiasm and confidence when participating in planned and unplanned activities. They form good relationships with their peers, staff and other adults. Behaviour is very good and children have an understanding of what is right and wrong. Children are improving in their abilities to care for themselves and help to tidy up and wash hands. However, they do not have sufficient opportunities to be independent at snack time.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children have good listening and speaking skills, with older children conversing well with each other and adults. They have a growing awareness of how sounds link with letters and recognise the sounds within their own name. Children are interested in books and join in eagerly with rhymes and stories told in a variety of languages. Mark making materials are available at all sessions, but children are not encouraged to write their name or write for a purpose.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children demonstrate an awareness of shape and have good matching and sequencing skills. They participate in counting in circle, register and lining up time, and they are beginning to group objects together and sort by type. Challenge for older children is limited in calculating and solving number problems. Children use mathematical language correctly and are becoming aware of weight and height through practical activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children explore the local environment regularly and enjoy purposeful visits to parks, libraries and shops. They are developing a good understanding of the cultures and beliefs of others as staff and children share their experiences. Children explore natural materials and collect pine cones, conkers and leaves, and investigate their features. Children are familiar with the use of calculators, tills and phones, but have limited opportunities to access other forms of everyday technology.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children have regular good quality climbing and balancing experiences both within the centre and at the local park. They access obstacle courses and PE sessions, but the challenges set do not extend the abilities of the older children. Children handle small equipment carefully; they thread beads onto laces and manipulate dough. They handle scissors safely and use pencils, paintbrushes and woodworking tools with control.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
<p>Children draw freely and use paint in a variety of ways. They explore a range of media and textures and make models independently. Children use musical instruments without restraint and tap out different rhythms and patterns of sound. They listen to a range of musical styles, request and enjoy action songs and stories. They express themselves imaginatively through music and movement and dance. Children effectively use props provided in role-play to act out their personal experiences.</p>	
<p>Children's spiritual, moral, social, and cultural development is fostered appropriately.</p>	

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

- maintain a very regular system of purposeful observations for all children, which inform detailed assessments of children's progress, and ensure that these are regularly shared with parents
- ensure the staff are clear about the learning objectives of activities, which should be informed by the observations of children and the assessments of their needs
- provide more challenge for older and more able children in the areas of mathematical and physical development and some areas of literacy
- provide more opportunities for children to be independent at snack time and for them to regularly access information and communication technology.

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.