



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 109475

DfES Number: 518022

INSPECTION DETAILS

Inspection Date 23/09/2004
Inspector Name Sue Taylor

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Park Road Under Fives
Setting Address Upper Park Road
St. Leonards-on-Sea
East Sussex
TN37 6SJ

REGISTERED PROVIDER DETAILS

Name The Committee of The Management Committee

ORGANISATION DETAILS

Name The Management Committee
Address Park Road Methodist Playgroup
Upper Park Road
St Leonards-on-Sea
East Sussex
TN37 6SL

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

Park Road Under Fives opened in 1985. It operates from the church hall with use of two rooms and an enclosed outdoor play area within easy walking distance to shops, schools and parks. The group serves the local area.

There are currently 43 children from 2 to 4 years on roll. This includes 28 funded 3-year-olds and currently 0 funded 4-year-olds. Children attend for a variety of sessions. The group supports children with special needs and children for whom English is an additional language.

The group opens Mondays, Wednesdays, Thursdays and Fridays during school term time. The opening times are 09:15 to 15:30 except for Fridays when the group finishes at 13:00. Sessions within the full day may be available.

Five part time and five full time staff work with the children. None have early years qualifications; four are on training programmes.

How good is the Day Care?

Park Road Under Fives provides satisfactory care for children. The person in charge is clear about her responsibilities and keeps up to date with current thinking. A detailed recruitment process is in place to ensure the suitability of staff, though a health declaration is not included. The staff are experienced and work well with the children, however there is a lack of staff with relevant qualifications. There is a welcoming and inviting environment. Space is used well to provide a range of activities. Most of the required paperwork is in place and detailed.

The premises are secure with access easily monitored. Staff supervise children well. Detailed risk assessments are shared with staff and updated as necessary, helping to ensure risks are minimised and children are safe. Good hygiene routines are in place to help children learn about healthy practices such as hand washing. Nutritious snacks and regular drinks are provided. Children's individual needs are respected and valued. The staff have an understanding of their responsibilities with regard to

child protection.

Activities are well planned, providing a stimulating balance throughout the day with opportunities for outdoor play. The staff are very interested in what children have to say. Children are interested in their play and have fun. They relate well to adults and are developing friendships with other children. All children are included and the resources reflecting positive images of culture, disability and gender are used well. Systems are in place to aid communication with children who have limited language skills. Behaviour management is sensitive, encouraging good behaviour at all times. Children learn to share and take turns.

Parents and carers are welcomed into the group. They have ready access to written information that tells them about the group's practice. They receive verbal feedback about their child's day.

What has improved since the last inspection?

not applicable

What is being done well?

- The number of adults at a session is good. This more than meets the minimum ratios and allows for some beneficial one to one attention or small group work.
- The variety of activities and use of equipment is well planned for. Play materials are rotated to ensure that all children can participate regardless of their attendance pattern.
- Snack time is healthy and nutritious. A variety of different fruits are provided daily, some brought in by parents. Children are encouraged to try new tastes.
- The range of resources that positively reflect cultures, gender and disabilities. They are included in the variety of play people, musical instruments, dolls, books and puzzles that children use during a session.

What needs to be improved?

- the ratio of qualified staff
- documentation, in relation to the recruitment process and child protection.

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
1	ensure that the recruitment procedures in place include looking at employees health
2	ensure that training programmes are completed to meet the staff qualification requirements
13	produce written detail about the procedure to be followed in the event of allegations being made against a member of staff or volunteer and make available to parents

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

How effective is the nursery education?

Park Road Under Fives provides nursery education that is acceptable and of good quality. Children are making generally good progress towards the early learning goals.

The quality of teaching is generally good. The staff are very good at encouraging children to think and try new experiences. Daily planning is in place with focus sheets used to identify learning intentions for some activities. However plans do not clearly link to the early learning goals and suitable challenges for children are not always identified. The assessment system is weak and fails to identify children's progress along the stepping stones towards the early learning goals. This limits the effectiveness of identifying the next steps in their learning. Staff time and resources are used efficiently with adults very involved with the children. Behaviour is managed exceptionally well, with children given lots of praise.

Leadership and management is generally good. The senior staff support the staff team with everyone working well together. The lack of recent staff appraisals limits clear staff development. However training is valued and encouraged. Information gained is used, enhancing activities such as story time. Evaluation and monitoring of the provision for nursery education is hindered by the weak assessment and limited planning. The staff team are enthusiastic and are very committed to continual improvement of the group.

Partnership with parents and carers is generally good. They are encouraged to settle their child in, enabling them to have a clear insight into the group's daily practices. They receive some information about the six areas of learning, detailing possible achievements for their child. The weak assessment system limits information provided about progress towards the early learning goals. Parents are happy with the group and feel their children are making progress. Plans are displayed, giving information about themes and some related activities.

What is being done well?

- Children's progress in personal, social and emotional development is well supported by the staff. They are very good at helping children to settle into the group and building trusting relationships. Children's confidence and self esteem is developed.
- Behaviour management is effective. Children respond well to the adults who use positive methods such as distraction and anticipation well. Children know the routines and enjoy helping to tidy up.
- The staff are actively involved in the children's activities and play. This helps develop relationships. Children are encouraged to participate and play with other children.

- The staff ask effective and informed questions of children during activities and play. They challenge children appropriately, getting them to think and extend their communication skills.

What needs to be improved?

- assessment, in providing an effective system to identify children's individual progress towards the early learning goals
- planning, by providing clearer links to the early learning goals
- parental involvement, by encouraging a greater involvement in their child's learning.

What has improved since the last inspection?

At the last inspection the group were asked to develop ways of extending the learning of the four-year-olds and to integrate this into their play. In particular, take teaching opportunities to introduce them to the shapes and sounds of letters and words. Also to develop their understanding of addition and subtraction through practical activities.

They were also asked to develop aspects of the partnership with parents so they receive more information about the broader curriculum and get regular information about how their child is progressing in the six areas of learning.

Progress on the actions made is limited and some outstanding points are related to weaknesses identified at this inspection. An action plan was devised after the last inspection and some aspects taken on board, such as having staff attend relevant training courses. Children are gaining an understanding of addition and subtraction though this is not always developed effectively throughout the session. Limited evidence was seen to show how linking sounds and letters is encouraged, especially for the more able child.

Parents are informed about the broader curriculum and do get some information about how their child is progressing in the six areas of learning. However the weak assessment process limits the usefulness of the information parents have about the progress their child is making.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Most children separate from their main carer with confidence. Most show levels of concentration at their chosen activity. Some are able to maintain attention and sit quietly. All children are making relationships and most adapt well to changes in the routine. They behave reasonably well and demonstrate a sense of pride in their own achievements. They are developing good self images. They have some opportunities to develop independence skills.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Most children communicate confidently, listening to others particularly when in small groups. The more confident child interacts well with others, using talk to anticipate what might happen next. They listen to stories with enjoyment and some concentration, though their understanding of linking sounds and letters is not fully promoted. They are beginning to ascribe meanings to their mark making. They engage in activities that require hand-eye coordination, developing their pre-writing skills.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are showing an interest in numbers and counting. They enjoy joining in with number rhymes and songs. Some children use number names accurately. Most show an interest in shape and size such as using puzzles well and making arrangements with objects. They observe and use positional language. They show an interest in construction. Practical activities are not being used effectively to develop an understanding of simple calculation.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children show curiosity and interest in how things work. They talk about what they see and ask questions about what is happening. However their development in using technology is restricted. The more able child uses construction bricks purposefully to build and balance. All children are happy to express their feelings. The more confident child talks about significant things that have happened to them. They are beginning to develop an awareness of the world they live in.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

All children move confidently and most with good control. The more confident children experiment with different ways of moving such as going down the slide backwards. They use equipment to practice skills in balancing and climbing. They negotiate space well, showing respect for other's personal space. They use a range of small equipment like scissors to develop hand-eye coordination. They are not being encouraged to look at how activity affects their body.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Some children know their colours well and all enjoy crafts. They join in with favourite songs and games. The use of musical instruments helps them learn how sounds can be changed. With adult support they are able to play alongside other children in the same theme. The more able child uses their own imagination such as with small world play and painting. They show an interest in what they see, feel, smell, hear and taste though easy access to interesting objects to explore is limited.

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

- ensure the assessment system (i) shows individual children's progress along the stepping stones towards the early learning goals and (ii) is used to inform planning in identifying a child's next steps in their learning
- ensure planning clearly links to the stepping stones and early learning goals, showing how all children are challenged or supported as appropriate to their individual needs.

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.