



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 402065

DfES Number: 584152

INSPECTION DETAILS

Inspection Date 29/04/2004
Inspector Name Amanda Jane Gray

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Fryerns Community Playgroup
Setting Address Fryerns Community Centre
Whitmore Way
BASILDON
Essex
SS14 2NN

REGISTERED PROVIDER DETAILS

Name The Committee of Basildon Community Association

ORGANISATION DETAILS

Name Basildon Community Association
Address Fryerns Association Community Centre
Whitmore Way
BASILDON
Essex
SS14 2NN

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

Fryerns Community Playgroup opened in 1970. It operates from the hall of a Community Centre located in Basildon. The pre-school serves the local area.

There are currently 25 children from 2 to 5 years on roll. This includes 9 funded three year olds and 2 funded four year olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs and who speak English as an additional language.

The group opens 5 days a week during school term times. Sessions are from 09:00 until 12:00.

Five staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. There are 4 staff are currently working towards a recognised early years qualification. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Fryerns Pre School provides satisfactory care for children.

Staff are well deployed within the setting which ensures children are given adequate support and care. Staff are committed to expanding their knowledge and are attending training to gain further early years qualifications. There is an informal induction and appraisal system, but the setting would benefit from devising a formal process. The operational plan is being developed to explain how the setting is run and to ensure it meets the needs of all the children. The premises are welcoming to children and parents. Play equipment is stimulating and offers children with sufficient challenge. Records are well maintained and accessible to parents. Most policies and procedures are in place, but some require revision.

Staff are vigilant about children's health and safety at all times, however, a formal risk assessment is not currently in place. Children can request drinks throughout the

session, and healthy snacks are provided. Staff have some knowledge of child protection issues, but are not yet aware of all procedures involved.

Staff are interested in what children do and say and effectively support them in their play. Children are able to make their own choices, developing their self-esteem. Children make decisions, explore and investigate and enjoy their play. Toys and materials promote equality of opportunity. The setting has a written statement about special needs which is consistent with current legislation and guidance. Strategies for dealing with behaviour are appropriate to children's ages and stages of development.

Staff at the pre-school are successfully working in partnership with parents. There is written information available to inform parents of their child's achievements. They provide children with a calm and relaxed environment in which to play and learn.

What has improved since the last inspection?

All recommendations from the last inspection have been addressed, however the operational plan is in it's infancy and requires further development.

What is being done well?

- There is a wide range of suitable toys, play materials and resources available. The play equipment is stimulating and offers children with sufficient challenge. Children are involved in a broad range of activities that support their imagination and creativity.
- There is a good relationship between staff and children, resulting in a calm, relaxed and fun environment.
- Strategies for dealing with behaviour are appropriate to children's ages and stages of development and are consistently applied. Staff value good behaviour and constantly use lots of praise and encouragement with the children, fostering their self esteem.

What needs to be improved?

- the staff induction and appraisal system
- the development of the operational plan to ensure it includes all policies and procedures, management of staff, and how the setting runs
- documents, including a lost child policy and procedure; a risk assessment; the fire evacuation policy and procedure, to include clear instructions of meeting points and staff responsibilities
- staff knowledge of Child Protection issues and the revision of the Child Protection policy and procedure.

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
2	Devise and implement a lost child policy and procedure.	31/05/2004

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

Std	Recommendation
1	Devise and implement a formal staff induction and appraisal system.
2	Develop and implement an operational plan for the setting.
6	Devise and implement a risk assessment of the premises identifying actions to be taken to minimize risks to children.
6	Develop the fire evacuation policy and procedure.
13	Develop staff's knowledge and understanding of child protection issues. Review policies and procedures and include procedures to follow in the event of allegations made against staff members.

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

How effective is the nursery education?

Provision for nursery education at Fryerns Pre School is acceptable, but has some significant areas for improvement. Children's progress towards the early learning goals is limited by the quality of teaching, although children's personal, social, and emotional development and creative development is generally good.

The quality of teaching has some significant weaknesses. Staff have high expectations of children's behaviour and most children are generally well behaved. Staff provide good resources to promote children's creative development and expand learning opportunities by the use of questioning and helping children think through what they are doing. Staff have limited knowledge of the early learning goals which results in some gaps in the curriculum provided for the children. Monthly observations are carried out on the children, however, they do not currently link to the stepping stones and are not used to influence future planning.

Leadership and management has some significant weaknesses. The manager has a good relationship with her staff and they work well as a team. However, the manager and staff have limited knowledge and understanding of the Foundation Stage which impacts on the effectiveness of the education provided for the children and their progress towards the early learning goals. The manager is committed to the improvement of care and education for the children and has requested training and support from the Early Years Development and Childcare Partnership (EYDCP). Currently there are no systems in place to monitor the effectiveness of the nursery education provided.

Partnership with parents is generally good. Parents are well informed about the setting and are encouraged to share what they know about their children. Staff have good relationships with parents and they are kept informed of their children's achievements on an informal basis.

What is being done well?

- Children are interested and motivated to learn. They are confident and curious and enjoy exploring the range of resources and activities provided. Children are inquisitive and like to ask questions about how things work and why they happen, and they do this with enthusiasm.
- The programme for creative development combines a good balance of adult led and child initiated activities. Children are free to experiment, mixing colours and trying different textures. They explore media and materials well.

What needs to be improved?

- the manager and staff's knowledge of the foundation stage

- the system for planning and assessing children's progress against the stepping stones, so that regular observations of what children do and understand can be used effectively to identify the next steps of learning and build upon what children already know
- systems for monitoring the effectiveness of the nursery education.

What has improved since the last inspection?

Improvement since the last inspection has been poor.

The setting was requested to ensure that children were assessed within the six areas of learning and that curriculum planning was extended to ensure that the six areas of learning were included in the programme.

This has not been adequately addressed and remains an issue at this inspection.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Many children enjoy being independent and will select activities with enthusiasm. They are eager to try new activities and are confident to ask for support from staff. Children are beginning to follow instructions, but many younger children are struggling with sharing resources and taking turns. Children are developing an understanding of right and wrong, and will request help from adults when peers exceed boundaries. Staff provide some opportunities to help children develop a sense of community.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Significant Weaknesses

Children enjoy books and are beginning to handle them well. Older children can follow print, although they are not always encouraged to recognise links between sounds and letters, and there are limited opportunities for them to develop this. Children interact well with each other. Older children have good communication skills and interact with familiar and unfamiliar adults. Opportunities for children to use writing as a form of recording and communicating is limited.

MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children are developing an understanding of positional language, eg. 'on top, behind, underneath' and are matching shapes by orientation when completing puzzles. There are limited opportunities for children to develop shape, space and measure, and for them to try calculation in either everyday routines or focused activities. Children are attempting to count within their play, however, there are insufficient challenges offered to the older and more able children to extend this.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Significant Weaknesses

Children are keen explorers and will investigate activities using their senses as appropriate. They are developing a good sense of time and can discuss past and present events. There are limited activities provided for children to experience ICT, or to identify features in their locality and the natural world. Also there are limited opportunities for them to develop an understanding of their own cultures and beliefs and those of others.

PHYSICAL DEVELOPMENT

Judgement:	Significant Weaknesses
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Children move freely and have a good sense of space. They move around the large hall safely and negotiate themselves into small spaces when playing with floor activities. Children are using a range of large and small equipment, developing good hand and eye coordination. However, there are few activities provided for children to develop skills such as jumping, climbing, or balancing. Furthermore, children are not being encouraged to develop an understanding of health and bodily awareness.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children explore media and materials well and are allowed freedom to experiment. Many children participate in role play, often acting out real life situations, eg. making dinner and going to the hairdressers. They have lively imaginations and create their own games using the props provided for them. Children enjoy singing and will join in with their favourite songs, however, there are limited opportunities for them to explore music and musical instruments.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable but has some significant areas for improvement. Children progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- develop staff's knowledge and understanding of the Foundation Stage and how they can be more proactive in extending children's learning in all six areas of learning
- develop clear planning of the curriculum to ensure that all six areas of learning are covered on a regular basis. Develop the system for observing and assessing children linked to the stepping stones, so that their next steps can be effectively identified. Use assessment records to inform curriculum planning to meet children's individual developmental needs
- introduce a system for monitoring the effectiveness of nursery education.

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.