



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 128476

DfES Number: 514224

INSPECTION DETAILS

Inspection Date 01/07/2003
Inspector Name Theresa Mumby

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Oakfield Playgroup
Setting Address Vine Church Hall
Holdstock Road
Ilford
Essex
IG1 1LG

REGISTERED PROVIDER DETAILS

Name . Oakfield Playgroup

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

Oakfield is an established pre-school. It operates from the Vine Street church hall in Holstock road, which is located close to Ilford's main shopping centre. The group uses a large hall, kitchen (for staff use only), toilets and storage cupboards. There is no outside play area. The pre-school serve the local community.

The pre-school may care for no more than 30 children under 5 years; of these, not more than 4 may be under 3 years at any one time. There are currently 30 children on role. This includes 29 funded 3 and 4 year olds. Children attend a variety of sessions and 4 children have special needs, the group supports 25 children where English is an additional language.

The pre-school opens four mornings a week during school term times. Morning sessions are from 9:30 to 12 noon.

There are seven staff employed on a full and part time basis. Four have early years qualifications. Two are about to achieve the Diploma in Pre-school Practice. The setting receives support for the pre-school learning alliance.

How good is the Day Care?

The quality and organisation of the day care is satisfactory.

The manager is suitably qualified and the staff either have a level two or are working towards a level three qualification. The staff have made good use of the training opportunities provided by the Early Years Partnership . The pre-school alliance have also been a support to the group. However ,there are weaknesses in the staff induction and the staff's understanding of some of the polices and procedures.

The pre-school uses the space available for the children in a creative way enabling the children to move freely and comfortably. Particular attention is made to an area for the use of physical play ,as the group do not have a outside play area. There are sufficient toys and equipment which are age appropriate ,safe and help to create an

accessible and stimulating environment.

The premises are safe and secure and there are good systems for the arrival and collection of the children. However, particular attention has not been paid to the hygiene in the toilets.

The pre-school aims to treat children with equal concern and there are systems in place to support and integrate children with special needs. Children are supported when English is an additional language.

The pre-school works in partnership with the parents. The parents are welcomed into the nursery, information is obtained from them regarding the care of the children, this is recorded and respected. Parents are informed about their child on a daily basis and there is a parents handbook. However, availability of the name, address and phone number of whom the parents can complain to is missing along with the child protection procedure.

What has improved since the last inspection?

The group are ensuring good hygiene regarding the disposal of waste.

The group have reduced the number of stacked chairs to five to reduce the risk to children.

The group have amended their child protection procedures to include the Area Child Protection Committee (ACPC) procedures regarding an allegation against a member of staff.

What is being done well?

- Effective system of staff observation and the recording of the children's development which, is used for future planning.
- The adults knew the children well, they interacted with them and supported the children with English as an additional language.
- The space has been used creatively, as there is no outdoor area. The pre-school planned for physical play by re-arranging the indoor space.
- Sufficient, suitable and safe toys are accessible for the children and promote equality.
- Each child with special needs has a key worker and a peripatetic. The IEP is written by the key worker in conjunction with the peripatetic.

What needs to be improved?

- The procedures for inducting new staff and consent to seek emergency advice and treatment.
- The procedures for identifying a named deputy.

- The hygiene and cleanliness in the toilets.
- Information for parents on how to complain to the regulating body and the child protection 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
7	Request written permission from parents for seeking emergency medical advice or treatment.	30/11/2003

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

Std	Recommendation
2	Ensure staff have induction training which includes health and safety and child protection policies and procedures in their first week of employment.
2	Ensure there is a named deputy who is able to take charge in the absence of the manager.
7	Ensure good hygiene practices are in place regarding cleanliness of the toilets.
12	Make available to parents a written statement that provides details of the procedure to be followed if they have a complaint to the regulating body.

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

How effective is the nursery education?

Children are making generally good progress towards the early learning goals in the areas of communication, language and literacy, mathematical development, knowledge and understanding of the world and creative development although there are some weaknesses in these areas. Very good progress is being made in the areas of personal, social and emotional development and physical development. The children co-operative well with staff and each other. There is a good balance of quiet and lively activities.

Staff are very committed to the care of the children and are keen to help children learn. Support of children with special educational needs is very good. Many staff are studying to further their knowledge and understanding of early years education. Some of the activities planned are not sufficiently well matched to the abilities of the children and open ended opportunities to experiment and explore are limited. The use of time and resources is very good, children are able to make choices from a wide variety of activities provided in well laid out areas.

Parents receive information about the setting and are able to spend time in the Pre-school. Parents speak appreciatively about the quality of care staff provide, the opportunities for play provided and staff's openness to talk to them about their children's needs. However, they only receive a written account of their children's progress when children move to school.

The Pre-School is very effective in ensuring children with special educational needs are planned for and included. The leadership and management have made many improvements since the last inspection. Effective monitoring and evaluating of these new developments has yet to be put in place.

What is being done well?

- Children's personal, social and emotional development is very good. Children's confidence, behaviour and independence is fostered very effectively at the well structured and circle times and snack times.
- Children have good co-ordination and control; they use of the wide range of large and small equipment available through out each session skilfully, safely and with imagination.
- Children with special educational needs are very well supported and integrated in the play and learning experiences offered.
- Staff have created a welcoming and well organised environment for children and parents.
- The new leadership has improved the organisation of the Pre-school, the quality and amount of play resources and built a strong staff team.

What needs to be improved?

- story times to provide sufficient challenge for more able children and support for those less experienced at listening to stories.
- children's interest in writing through encouraging writing in real contexts such as writing notices, lists and making books.
- the first hand experiences offered for children to investigate the environment and to develop their creativity through open ended art activities
- the depth of understanding of the foundation stage to enable ongoing informed monitoring and evaluation of what is provided
- the information recorded about children's current interests and achievements that both parents and staff contribute to and the inclusion of the next steps planned for children in the weekly plans

What has improved since the last inspection?

The new procedures for recording and assessing children's progress has begun well. All staff record children's achievements and plan next steps in learning. However, these have yet to be fully incorporated into the weekly activity plans. Parents receive a full report of their children's progress in the six learning areas but only as their children are leaving.

The programme for language and literacy is being developed, there are daily story times and the book area is more attractive. Children are reading and writing their names with confidence. However, some children are not sufficiently challenged by the stories and writing experiences provided.

The environment is being used more to extend children's knowledge and understanding of the world. Opportunities for children to investigate these through real experiences are limited.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children's progress in this area is very good. Children are confident and independent; they make good use of the wide variety of choices available each day. Children enjoy each others' company and that of the adults. They generally behave well and are offered sensitive support and encouragement when self control breaks down.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children's progress in this area is generally good. Most children talk and share ideas at circle time with enthusiasm; those less confident are skilfully helped to join in. Those with English as an additional language are talking and learning through the encouragement given to use their own language and English. Story times and writing provide insufficient challenge for more able children and insufficient support for those less experienced at listening to stories.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children's progress in this area is generally good. Children know the names of numbers and can recognise numerals up to nine. Many can count objects up to ten. Children are developing an awareness of shape and pattern. However, children's awareness of adding, taking away and using mathematical ideas in practical activities is less well planned.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children's progress in this area is generally good. Children find out about each other's culture, experiences and beliefs through sharing their own experiences, through role play and by contributing to the celebration of festivals. There are few opportunities provided to investigate the environment and how things work through practical activities.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children's progress in this area is very good. Children have good co-ordination and control; they use of the wide range of large and small equipment available throughout each session skilfully and safely. Children have learnt about and eat a variety of healthy foods at snack time with enthusiasm.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children's imaginative play is well developed through their use of the well resourced home corner and dressing up clothes. Children sing and move with confidence to music at circle time and enjoy trying different rhythms and volume as they sing. Children have few opportunities to develop their creativity through open ended art activities

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

- Organise story times to challenge more able children and support younger children and include opportunities for writing in real contexts throughout the provision.
- Provide first hand experiences for children to investigate the environment and to develop their creativity through open ended art activities
- Develop greater knowledge and understanding of how the foundation stage guidance can be implemented and use this to monitor and evaluate what is provided.

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.