



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 119478

DfES Number: 521037

### INSPECTION DETAILS

Inspection Date	29/11/2004
Inspector Name	Janette Elaina Langford

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Friars Centre Playgroup
Setting Address	Friars Community Centre Constable Way Shoeburyness Essex SS3 9SW

### REGISTERED PROVIDER DETAILS

Name	The Committee of Friars Centre Playgroup Committee 251549
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### ORGANISATION DETAILS

Name	Friars Centre Playgroup Committee
Address	Friars Community Centre Constables Way Shoeburyness Essex SS3 9SW

## 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

Friars Centre Pre-school opened in 1974 and operates from a large hall and a smaller room in Friars Community Centre, adjacent to the library in Shoeburyness. A maximum of 26 children may attend the nursery at any one time. The group opens five days a week during school term times. Sessions are from 09:00 until 11:30 Monday to Friday and from 12:30 until 15:00 on Monday and Thursday afternoon.

There are currently 42 children from two to under five years on roll. Of these 18 children receive funding for nursery education. Children come from a local catchment area. The setting currently supports a number of children with special needs but there are no children currently attending who speak English as an additional language.

The pre-school employs ten staff. Three of the staff hold appropriate early years qualifications. Three staff are currently working towards a qualification.

### How good is the Day Care?

Friars Centre Pre-school provides good care for children.

The setting is well organised and continues to work towards half the staff and the person in charge having early years qualifications in line with the requirements of the National Standards. Staff hold particular roles, and responsibilities are rotated regularly. The premises provide adequate space and are welcoming to children and parents. Equipment is used imaginatively to help create a stimulating learning environment for children. Documentation is well kept.

Staff understand and implement health and safety requirements to ensure the safety of children. The accident book is completed in detail and staff act in a child's best interest when they are ill. Some staff hold a basic food hygiene certificate. The child protection procedure is understood by staff, and they are aware of their responsibilities for the children in their care.

Activities are well planned, stimulating and provided in a caring environment. Staff treat all children as individuals and help them to appreciate our similarities and differences through discussions, resources and activities. Children with special needs are included and have individual play plans to help them progress. Children are well behaved and staff manage their behaviour in a calm and consistent manner.

Staff have built up good working relationships with parents and allow time to speak to them at the beginning or end of the session. They work with parents to ensure any problems with their children are resolved, and they support the parents when needed. The policies and procedures are devised, however, they are not easily accessible to parents.

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

At the last inspection the setting agreed to include the times of arrival and departure of children.

This has been addressed and ensures an accurate record is kept of when children attend the playgroup.

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

- Staff use the premises well. The large hall is partitioned to allow space for large physical play apparatus, such as bikes, a climbing frame or trampoline. A smaller room is used as a classroom for a small group of children to take part in more focused activities.
- Staff write in a 'communication book' to remind each other of particular information - from safety initiatives to notes about particular children. This is then signed by all staff to ensure they are fully aware of the information.
- Children behave well, particularly in sharing and taking turns in activities and helping each other for example getting each other aprons.
- To celebrate harvest time, the children enjoyed making vegetable soup, bread and fruit salad. Parents are invited into the hall to share what the children are making.

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

- parental access to policies and procedures
- staff qualifications and the level of qualification for the person in charge.

#### **PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)**

There are no previous complaints to report.

<b>Outcome of the inspection</b>
Good

<b>CONDITIONS OF REGISTRATION</b>
<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
<i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i>

## **WHAT NEEDS TO BE DONE NEXT?**

<b>The Registered Person should have regard to the following recommendations by the time of the next inspection</b>	
Std	Recommendation
1	Continue to work towards half the staff holding a relevant qualification, including the person in charge.
12	Make policies and procedures more readily available to parents( this particularly relates to the complaints procedure)

## 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 Friars Centre Pre-school is good. It enables children to make very good progress towards the early learning goals in their personal, social and emotional development and mathematical development and generally good progress in all other areas of learning.

Teaching is generally good. Staff have an understanding of the Foundation Stage through experience and training, and planning and teaching are both in line with the early learning goals. All areas of learning are covered and plans include the stepping stones as the learning intention. It also identifies some resources and staff deployment. There are separate plans for the more able children, and all plans are evaluated in detail.

Staff make observations and complete the Southend Profiles as well as their own progress records. Staff encourage children to think through their effective interaction in both their free play and more focused activities. Staff challenge more able children and provide a rich learning environment, particularly in the school room, which is organised for the children who are preparing to start school.

Leadership and management is generally good. Although the overall responsibilities lie with the committee, the day to day running is left to the supervisors who oversee the staff, the planning and the delivery of the curriculum. There are regular staff meetings and appraisals so that the supervisors can monitor the care and education. There is support from the area SENCO and the EYDCP and the supervisors are aware of training initiatives.

Partnership with parents is generally good. Parents are provided with information about the funding and some plans are displayed. Parents take children's progress folders home with them every term and can add their comments to the file. There are opportunities for parents to be involved in their child's learning, including activity sheets to take home.

### What is being done well?

- Children are learning simple mathematical concepts through their everyday routines. Staff encourage them to count at every opportunity and bring in aspects of calculation and problem solving so that they can see the purpose of maths in everyday situations.
- Many visitors are invited into the group to talk to children about interesting aspects of our daily lives, eg. a fire-fighter who brought along a fire engine, a nurse, police and various musicians.
- Children use musical instruments regularly and understand how to play them with control and co-ordination. Children can beat rhythms and they explore

how to play them quietly and loudly.

**What needs to be improved?**

- opportunities for children to experiment and use their creative skills
- use of equipment and learning opportunities to develop children's interest in ICT.

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

The setting has made generally good progress since the last inspection.

They have developed assessment and record keeping further to ensure that the parents' comments and observations about their child's progress and attainment at home are recorded. This information helps to inform the teaching and planning of activities.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested and motivated to learn and confidently try new activities. They form good relationships with adults and children and can work as part of a group, taking turns and sharing fairly. Children understand simple rules and more able children are beginning to understand the consequences of their behaviour on others. There are frequent opportunities for children to develop their independence. They recognise the differing needs and views of others.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children use language for a range of purposes. They talk about their homes and experiences, and enjoy talking to each other as they play. Children understand when it is time to listen and show enjoyment at stories. More able children are linking sounds and letters readily and understand that print carries meaning. They are beginning to copy or trace over their names, but there are fewer opportunities for the younger children to practise their mark making in their play.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are using simple mathematical concepts in their everyday routines and play activities. They confidently count up to 10, with more able children counting beyond this. They can recognise numerals accurately and can sequence the numbers. Children use mathematical language readily and are beginning to understand the uses of weighing and measuring. They recognise shapes and have opportunities to make patterns and look at different shapes in the environment.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

There are opportunities for children to investigate objects and materials using their senses, and to find out about living things. However, there are limited resources and activities provided for ICT. Children build and construct with different resources, such as used materials. They are developing a sense of time; they talk about yesterday and tomorrow and when they were babies. They are learning about their local environment, other cultures and how other people live.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move confidently, imaginatively and safely, showing an awareness of space for themselves and others. They move with control and co-ordination, adding actions and body movements to songs. They enjoy using large apparatus to climb over and under and develop their balancing skills. They learn about healthy practices, such as washing their hands. They enjoy using malleable materials and use scissors and other tools with increasing control.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children have opportunities everyday to paint using their own ideas and choosing their own colours and themes. However, some of the craft activities are mainly adult-led, taking away elements of free expression. Children enjoy singing and use musical instruments regularly. They sometimes act out stories, and the role play areas are well resourced. Children use the props to act out real and imagined experiences. They react to what they see, hear, smell, taste, touch and feel.	

**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**

- provide opportunities for children to experiment and use their creative skills in craft activities
- review the equipment and learning opportunities provided for ICT, and incorporate these into the planning.

*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.*