



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 401755

DfES Number: 521882

### INSPECTION DETAILS

Inspection Date	08/07/2004
Inspector Name	Mandy Mooney

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	East Plumstead Pre School
Setting Address	East Plumstead Baptist Church Griffin Road London SE18 7PZ

### REGISTERED PROVIDER DETAILS

Name	The Committee of EAST PLUMSTEAD PRE-SCHOOL 1030735
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### ORGANISATION DETAILS

Name	EAST PLUMSTEAD PRE-SCHOOL
Address	East Plumstead Baptist Church Griffin Road Plumstead London SE18 7PZ

## 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

East Plumstead Pre-school has been registered since June 1969. It is a committee run group, which serves the local community. The pre-school operates from the East Plumstead Baptist Church hall and has the sole use of the entrance room, large main hall with adjoining small room and a rear room adjoining the garden. The kitchen is to the rear of the hall and is used by staff for preparing snacks and is inaccessible for use by the children. The toilets of the Church are located near to the main entrance and are used by the pre-school with the children being constantly supervised by a staff member.

The pre school opens five days, term time only. Opening hours are 09.30 to 12.00 and children attend various sessions a week. There are currently 21 children on roll and of these 15 three year olds receive funding. Children with special educational needs and those who have English as an additional language are fully supported.

The pre school implements a curriculum based on the Foundation Stage. Three core staff work directly with the children. There are also two relief workers in place and over half the staff have early years qualifications to level 2 or 3. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership (EYDCP).

### How good is the Day Care?

East Plumstead Pre School provides satisfactory care for children.

Children are provided with a good range of toys and play materials. The environment is stimulating and space is imaginatively used, both inside and out. Staffing levels within the nursery are high and there is a clear commitment to training. Documentation is well ordered and appropriately stored, more attention is needed for ensuring Ofsted are informed of any changes within the group.

There are well thought out precautions in place to minimise risks to children, both within the pre school and on outings, however these could be further enhanced by

completing risk assessments to identify and minimise any hazards. Practices regarding administering medicines and treating accidents are entirely appropriate, as are child protection procedures.

Effective systems are in place to ensure that each child's individual needs are identified. This forms the basis of the planning and a varied range of activities are provided to offer an appropriate level of challenge to each child. The positive relationships between staff and children create a warm, comfortable environment for children to experiment and explore.

There is clear equal opportunities policy, which is consistently applied. A range of resources and activities are provided aimed at promoting positive images of different cultures and disabilities. Staff have experience of working with other professionals, such as speech therapists. Behaviour management within the nursery is consistent and focuses on positive re-enforcement. Children develop confidence and an understanding of right and wrong as a result of the praise and support provided by the staff.

Staff offer a warm welcome to parents and carers and take time to exchange information. A good range of written information is provided, including all policies and procedures, frequently updated information folders and boards.

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

At the last inspection the group agreed to obtain written consent from parents to acquire emergency medical treatment or advice. This is now in place for all children and forms part of the registration form.

The group has also reviewed the matting at the main front entrance to ensure it doesn't cause a tripping hazard. This was completed directly after the last inspection.

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

- The policies and procedures are well-organised, clear and kept up to date with new requirements. It is evident that staff have good knowledge of these as their practice reflects the nursery's philosophy and operational procedures.
- There is a wide range of resources and activities provided. Children have opportunities to play alone, in small or large groups and there is a good balance of child initiated and staff directed activities. Displays, resources and activities provide good visual images of culture, ethnicity, gender and disability.
- Staff interaction with the children is very good and they provide good role models. They talk, listen and question the children, as well as re-enforcing good manners and social skills. Praise and encouragement are used frequently and, consequently, children behave well.
- Good procedures are in place for keeping parents informed about the provision and their child's progress and development. The information pack

includes clear, detailed, useful information for parents.

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

- the system for ensuring that Ofsted are informed of any significant changes or events in the provision, including any changes in the management committee.
- the completion of risk assessments in the provision, to ensure all risks are identified and any action taken to minimise risks, including the security of the front entrance.

#### **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
14	Ensure that Ofsted are informed of any changes in matters or circumstances relating to the provision, specifically any changes in the running of the provision and management committee.	31/07/2004

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

Std	Recommendation
6	conduct a risk assessment on the premises identifying action(s) to be taken to minimise identified risks, including the security of the main front entrance.

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

### How effective is the nursery education?

East Plumstead pre-school support children's learning ensuring they make very good progress towards the early learning goals (elg).

The teaching is very good; adults make effective use of resources to plan and provide a range of activities and experiences that support the children's development in all six areas of learning. High levels of positive interaction using naturally occurring as well as planned situations extend the children's learning and help to build on what they already know. Adults have a clear understanding of the foundation stage, the stepping stones and the elg's. The planning is clear and all activities are evaluated; key workers use observations to assess children's progress and ensure that they provide challenges that meet the children's individual needs. The pre-school staff work to ensure the inclusion of children with English as an additional language and children with special needs. The children are well behaved and adults are good role models using positive strategies for managing behaviour, which are consistently applied.

The management and leadership of the nursery is very good. The pre-school has a committee of parents and church members and a play leader. The staff work very much as a team; all staff members take an active part in providing an environment where children's learning is supported; and ongoing evaluation of the effectiveness of the education is carried out through the planning system. The staff team have weekly meetings and discuss and assess activities and individual children's learning needs.

The pre-school's partnership with parents is very good. Parents are provided with good quality information when their child starts and then ongoing information about their children's progress. Parents are encouraged to take an active part in the pre-school as committee members and as part of activities. Parents make positive comments about the pre-school.

### What is being done well?

- Children are confident, independent and motivated they make choices about what they will play with and what to have at snack time; they play co-operatively, sharing, taking turns, working in harmony with each other.
- Children are confident speakers and good listeners; they have a variety of examples of print and text and practice writing at a range of activities; children use language to organise games and communicate needs.
- Children count with confidence and are familiar with numbers; they are provided with activities to extend their understanding of mathematical language and to develop a sense of space, shape and measure.

- Children are provided with a variety of activities and experiences that allow them to explore and investigate nature and living things; in the garden they have a bug area to allow them to observe bugs and mini beasts.
- Children are confident in the area of physical development using equipment and tools safely and with control and with an awareness of others.
- Children are creative using their imagination to explore, design at creative activities and to invent role-play games.
- The teaching is very good, planning and assessment allow adults to ensure children's individual needs are met and that all available opportunities are used to extend children's learning.

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

- provide a wider range of experiences for children to gain a sense of time to find out about past and present.
- provide a wider range of activities to allow children to recognise changes in their bodies and how to stay healthy.

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

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## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are confident with good relationships with adults and other children; they play co-operatively sharing and taking turns working in harmony with each other. The children are well behaved with an understanding of how their behaviour affects others. They are developing independence, they select resources, play materials and equipment. The children are developing a sense of community, and of different cultures and languages; children sit quietly and concentrate in appropriate situations.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children speak clearly and listen well. They are able to use a range of language for thinking, exploring ideas and feelings and organising games. Children have a variety of examples of print and text; there are labels for everyday objects around the room and a graphics area. Children practice writing at a variety of activities and are beginning to form letters and to link sounds and letters.

### MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children count with confidence and are beginning to be familiar with numbers and recognise numerals. They count at different activities in counting in games and songs. Children are developing a sense of space, shape and measure and are beginning to use and understand mathematical language and concepts to solve problems and make comparisons.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children are provided with a variety of activities that allow them to explore and investigate. They look at nature and living things, they grow plants and have a bug corner. Children use construction equipment and tools, they build with bricks and have a wide variety of materials and resources to design and make. Children have access to a computer, tills and phones. Children take part in activities to make them aware of their environment and of different cultures and beliefs.

### PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Staff plan for outdoor play to ensure that children make best use of the area. Children ride bikes and use the climbing frame, balancing bars and stilts. They move with control and co-ordination, with an awareness of space and each other. Children are provided with a range of equipment and tools and handle objects and materials safely and with increasing control. Children have some activities that help them develop an awareness of the needs and changes of their own bodies.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children express themselves freely and explore colour, shape, space and form using a variety of materials and mediums. The children are free to be creative in art activities and use their imagination to invent role play games at indoor and outdoor play. The Children explore their senses and feelings through activities and resources and listen to sounds and music, singing familiar songs with adults.	
<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>	



## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of high quality. Children are making very 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**

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- The following are points for consideration that the pre-school needs to address before the next inspection.
- provide a wider range of experiences for children to gain a sense of time to find out about past and present.
- provide a wider range of activities to allow children to recognise changes in their bodies and how to stay healthy.

*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.*