



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 129314

DfES Number: 546121

INSPECTION DETAILS

Inspection Date 07/12/2004
Inspector Name Christine Pettitt

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Grove Hill Voluntary Nursery/Playgroup
Setting Address Aycliffe Drive JMI School
Aycliffe Drive, Grovehill
Hemel Hempstead
Hertfordshire
HP2 6LJ

REGISTERED PROVIDER DETAILS

Name The Committee of Grove Hill Voluntary Nursery/Playgroup
302380

ORGANISATION DETAILS

Name Grove Hill Voluntary Nursery/Playgroup
Address Aycliffe Drive JMI School
Grove Hill
Hemel Hempstead
Hertfordshire

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

Grove Hill Voluntary Nursery / Playgroup opened in 1978. It operates from the Nursery unit of Aycliffe Drive JMI school. There are two adjoining rooms available. The pre-school mainly serves the local area.

There are currently 28 children from 2 years and 9 months to 4 years and 6 months on the roll. This includes 15 funded three year olds and 1 funded four year old. Children attend for a variety of sessions. The setting has supported children who have special needs and those who have English as an additional language.

The group opens on 3 afternoons each week, Tuesdays, Wednesdays and Fridays, term time only. The sessions are from 13:00 until 15:15.

There are four part time staff who work with the children. Over 2 staff have early years qualification to NVQ levels 2 and 3. The setting receives support from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Grove Hill Voluntary Nursery / Playgroup provides satisfactory care for children.

A warm, welcoming and caring environment is provided. The premises are bright, child orientated, safe, secure and hygienic. The space is organised effectively to promote safety and easy access. Staff are conscientious in their supervision of the children.

A variety of activities are on offer which children are able to access easily. There is a broad range of play resources available. Observations and assessment records are completed but these currently do not include the stepping stones or all aspects of learning. The key worker system is in place. Staff appear to know the children well. There is currently no written information from parents before the child commences. A very positive approach towards behaviour management is evident.

Partnership with parents is encouraged. Staff are welcoming, approachable and

willing to discuss the children with the parents. Although parents have a leaflet and access to policies, extending the written information for parents would enhance the provision. Parents questionnaires indicate their appreciation of the care provided.

The required documentation is in place. There is some documentation to improve and systems to set up. A formal staff induction programme is to be devised. Staff are aware of confidentiality issues. There are policies in place which are reviewed regularly.

What has improved since the last inspection?

There was one action following the last inspection regarding extending the risk assessment to cover all areas and activities of the pre-school. This has been addressed.

What is being done well?

- A broad range of activities and resources are offered. The staff show they are interested in and value the children by their caring approach. They support and encourage the children in their learning, and are engaged in 1:1 activities during the session. Children have the opportunity to explore and investigate and enjoyed this in the water activity. Staff supported and encouraged children in this activity well.
- A bright, welcoming child orientated environment is offered. There are attractive displays of children's work, posters, letters and numbers. The resources are easily accessible and those set out were attractively displayed promoting an inviting area for children to enjoy. The space is organised effectively to enable children free access between the two rooms and choices of different types of activities.
- The staff have high expectations of children's behaviour. They are effective role models and are clear, consistent and calm in their approach towards behaviour management. Children are aware of expectations of behaviour and respond positively to staff requests. Staff include in their planning, opportunities for children to learn to share, take turns and they actively encourage this. Children receive constant praise and encouragement.

What needs to be improved?

- staff induction and staff vetting arrangements
- documentation re: accidents, staff attendance, inventory, systems for informing Ofsted of changes.
- information for and from parents

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.)

Since 1 April 2004 Ofsted has not received any complaints about this provider.

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
1	Devise systems to ensure Ofsted are informed of changes and relevant staff details.	10/01/2005
1	Devise systems to identify suitable arrangements to protect children if staff are not vetted.	10/01/2005
14	Review record keeping; this applies to accident records and staff attendance.	10/01/2005

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

Std	Recommendation
2	Devise formal staff induction programme and checklist.
9	Devise formal system of gaining information from parents of child's individual needs.
12	Improve written information and other methods of communication provided for parents.

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

How effective is the nursery education?

Grove Hill Voluntary Nursery / Playgroup is of good quality overall. It enables children to make generally good progress in all six areas of learning.

The quality of teaching is generally good. The staff are aware of the basics of the Foundation Stage but their knowledge needs updating to ensure they have a secure, current knowledge. The curriculum planning contains elements of the six early learning goals, but not all learning aspects or the stepping stones.

The key worker system is in place. Staff know the children well through their observations and recording of some activities. The assessment records provide a picture of some areas of development but do not give a clear, comprehensive view of the child's progress. This hinders opportunity to challenge and extend children or identify possible areas of concern in a child's progress.

Children are interested and motivated. A broad range of resources and a varied programme encourages learning. Different methods are used to reinforce and revisit learning. Staff are very involved in the activities, and provide 1:1 learning. Staff are excellent role models; they have built up effective relationships with the children and promote positive behaviour.

Leadership and management is generally good. The leader works hard to support the work of the staff. They work together well as a team, are involved in varied aspects of the playgroup and have a secure knowledge of their roles and responsibilities. The staff are aware of areas to improve, but staff training is not sufficiently prioritised.

The partnership with parents is generally good. Effective informal channels of communication are in place and have formed a basis of successful relationships with parents. Parents are welcomed warmly and settling in procedures ease the child's transition from home to playgroup. A more pro-active approach in providing written information for parents, especially relating to the Foundation Stage is required.

What is being done well?

- The children are confident to access their environment and relationships are secure. Staff show they value and respect the children by listening and responding to them. Children are developing a positive sense of self worth and skills towards independence. Children have an understanding of behavioural expectations; they behave well and are learning to share, take turns and negotiate.
- Children are making good progress in mathematical development. Staff reinforce learning using different methods, making good use of everyday situations, singing, stories, and specific activities to promote progress. Simple

problem solving and opportunities to sort, sequence and match are offered. Some staff have attended a maths course to extend their knowledge and expertise in this area.

- The staff are interested, motivated and are committed to encourage the children's learning. They are very involved in activities with the children and ask the children questions to establish their understanding. Staff provide opportunities for children to think and demonstrate what they know through planned activities. The children's abilities in these activities are observed and recorded.

What needs to be improved?

- staff knowledge and understanding of the Foundation Stage.
- curriculum planning and assessment recording.
- information for parents.

What has improved since the last inspection?

not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are motivated and show concentration in a broad range of activities which they access freely. Most children interact, co-operate, share and take turns willingly. Children are beginning to develop and some are proficient in skills towards independence. e.g. dealing with personal hygiene, putting on overalls, pouring drinks at snack time. Children are well behaved and are aware of the behaviour boundaries and respond positively to staff requests.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Some children are able to confidently express themselves and negotiate. Children are able to recall previous activities and comment on these. They enjoy listening to stories and singing rhymes together. However there is not sufficient emphasis for children to begin to link sounds to letters. Children are using tools to make marks and say they are writing. Children attempt to write their name doing this with adult support, according to their individual ability.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Most children can count by rote from 1-5 and some up to 10 competently and can predict the next number in a story. Children are interested in and include use of numbers in imaginative play. They are recognising and using well mathematical language. e.g. shapes, bigger, smaller. Some children are beginning to comprehend the basics of calculation, but there is limited opportunity for children to begin to understand concepts of weight and measure and recognise numbers.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children investigate objects and varied properties such as sand, water and dough with interest and concentration. This was especially observed in the water play, children using different bottles, lids, jugs etc. Children use construction equipment to build and sometimes use "found materials", to make models. Insufficient priority is given to use of ICT equipment and of giving children an understanding of a sense of time and place.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children have opportunities to progress and be proficient in using a range of equipment and extending their fine motor skills. e.g. puzzles, construction, painting, play dough, sticking and pouring. Children are able to use and negotiate safely wheeled toys in outside play, riding fast but stopping quickly. Children's manual dexterity skills are progressing well but opportunities for challenge to extend children's large gross motor skills are insufficient.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children are exploring colour, texture, shape and form. e.g. painting, play dough, decorating Christmas stockings and Christmas tree cards. Children have some opportunities to create independently e.g. cutting and sticking old Christmas cards to make pictures and drawing for self portrait calendars. Some children were playing in the "post office," using the props appropriately. Children enjoyed singing and miming a range of songs and using musical instruments with confidence.

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

- update staff knowledge and understanding of the Foundation Stage.
- review the curriculum planning and assessment recording to include all areas and aspects of learning and the stepping stones.
- provide good quality information for parents to help them understand the Foundation Stage and their child's progress.

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.