



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN EY245395

DfES Number: 510838

INSPECTION DETAILS

Inspection Date 03/12/2004
Inspector Name Gillian Jefferson

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Ingrave Village Playgroup
Setting Address St Nicholas Church Hall
 Ingrave
 Brentwood
 Essex
 CM13 3RB

REGISTERED PROVIDER DETAILS

Name Mrs Stephanie Anne Collins

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

Ingrave Village Pre-school opened in 2002 under the current owner and operates from the main hall and adjoining facilities in the church hall of St Nicholas Church. It is situated in the centre of in the village of Ingrave to the south of Brentwood. A maximum of 24 children may attend the pre-school at any one time. The pre-school is open each weekday from 09:15 to 12:15 for 34 weeks of the year. A lunch club is offered on Tuesdays and Fridays from 12:15 to 13:00 and a school preparation session is offered until 15:30 on Friday afternoon in the term before children go to school. All children share access to a secure enclosed outdoor play area.

There are currently 46 children from 2 to 5 years on roll. Of these 33 children receive funding for nursery education. Children come from the local area. The pre-school currently supports a number of children with special educational needs and English as an additional language.

The pre-school employs nine staff. Four of the staff, including the manager hold appropriate early years qualifications. Four staff are scheduled to start working towards a recognised early years qualification in 2005. The pre-school receives support from the area Special Educational Need Coordinator (SENCo), a teacher/mentor from the Early Years Development and Childcare Partnership (EYDCP) and is a member of the Pre-School Learning Alliance (PSLA). The Pre-school is also building links with the local primary school.

How good is the Day Care?

Ingrave Village Pre-School provides good care for children.

The setting is well organised with some sessions and activities split to meet the needs of particular groups of children. The hall is decorated daily with some artwork and posters to make it welcoming. The outside area has been creatively set up to provide a valuable and stimulating extension to the indoor learning environment. All required documentation, policies, procedures and checks are in place. Staff qualification requirements are being worked towards and additional training is

undertaken to develop their knowledge and skills. Equipment is stored accessibly with a wide range available to children each session.

Daily risk assessment checks are carried out to minimise hazards and promote the children's safety, however, emergency evacuations are not currently practised very often. Hygiene routines are implemented well by staff. Children's individual needs are well catered for and support from outside agencies are used to advise and support the strategies adopted by the group. Staff are reasonably well informed but some updated guidance and external legislation is less familiar to them. A range of nutritious snacks are provided and children learn about healthy eating.

Children are involved in a wide range of interesting opportunities and activities that promote their learning across all areas of development each session. Staff question children to make them think and some skilfully adapt activities to meet their individual needs. They develop good behaviour and learn to respect others and show appropriate care and concern. Children develop strong friendships with each other and with staff that helps them feel safe and settled and ready to learn.

Staff work in partnership with parents and carers and verbal information about the children's progress is shared daily. Newsletters keep them informed about events and topics. The staff are currently looking at developing this area further.

What has improved since the last inspection?

There were no actions raised at the time of the last inspection.

What is being done well?

- The organisation and use of the outside area to provide activities that support all areas of learning and build on the work done within the main hall.
- Staff team's promotion of acceptable behaviour through modelling, positive reinforcement through their use of rewards systems and the work done with persona dolls.
- The inclusiveness of the setting for all children, including those with special needs. Staff promote equality of opportunity as they use strategies to support specific needs with everyone so that no children are singled out.
- The range of activities and opportunities made available during each session that support development across all areas of learning.

What needs to be improved?

- staff awareness of Disability Discrimination Act 1995 and current guidance for child protection
- regularity of the fire evacuation procedures to ensure all staff and children know what to do.

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 complaints to report.

Outcome of the inspection

Good

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

Std	Recommendation
2	Introduce procedures to keep staff up to date with external legislation and guidance that affects the provision. (This particularly refers to The Disability Discrimination Act 1995 and Child Protection).
6	Review the regularity of fire evacuation procedures.

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 Ingrave Village Pre-School is of good quality. It enables children to make very good progress towards the early learning goals for personal, social and emotional, and physical development, and generally good progress in all other areas of learning.

Teaching is generally good. Staff have a sound knowledge of the Foundation Stage, early learning goals and stepping stones. Staff question the children to bring out learning across all areas within everyday play opportunities. However, the challenges set for four-year-olds do not consistently extend their learning during all sessions, as in the focus sessions offered in the term before they join school. Both planning and assessment are clearly linked to the stepping-stones but are not yet recorded in sufficient detail to show balanced coverage and the breadth of learning that happens in practice. The programme for information and communication technology is also unclear. The assessment records are also not yet used sufficiently to plan the next steps for children's learning. Staff have drawn up and implemented effective strategies to support children with special needs and English as an additional language, working with outside professionals when necessary. The children's behaviour is very good and promoted well by staff. Staff have also worked hard on the development of the outside play area to further enhance the learning environment.

Leadership and management is generally good. Clear aims and objectives are held and the group are aware of their strengths and weaknesses. Action-plans have been devised to address identified areas, but have yet to be implemented. Staff training is planned to aid the group in improving their provision for nursery education.

Partnership with parents/carers is generally good. The group have highlighted this as an area for development to build on the verbal feedback to increase their involvement in their children's development.

What is being done well?

- The promotion of children's personal, social and emotional development, and physical development through the range of quality opportunities and staff interaction, especially in the promotion of good behaviour and respecting the need of others through persona doll work.
- The staffs' commitment to training and development to support them in improving the nursery education they offer.
- The staff are welcoming and approachable with children and parents and carers. They build strong relationships with them.
- Staff make very good use of the outside play area. It enables them to promote learning across all areas of development, and provides additional

enjoyment, stimulation and interest for the children.

What needs to be improved?

- the planning system
- the assessment records
- involvement of parents and carers in their children's learning and sharing what they know about them.

What has improved since the last inspection?

The pre-school has made generally good progress since the last inspection.

The effectiveness with which staff support children during group discussion has been enhanced through the reorganisation of such sessions into smaller groups where focus can be more readily maintained.

The book corner has been made more homely with the addition of rugs and cushions, so children may enjoy books in comfort.

Assessments are now recorded in standard booklets that relate to the stepping-stones and reflect all of the early learning goals. However, the supporting observational evidence does not yet provide a balanced picture across all areas of learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident and enthusiastic learners. They build strong friendships and working relationships with others and with staff. They learn to show concern and respect for other through persona doll activity work. They develop a high level of independence, especially in the 'pre-school' sessions. They are very well behaved and learn from modelling by staff and the rewards systems in use. Children learn about their own cultures and those of others in their community and outside.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children show confidence in their communication skills with familiar people and visitors to the group. They love stories and books and are aware that print carries meaning. Children link sounds and letters and can suggest words beginning with a particular letter correctly. Children develop increasing hand-eye coordination and mark-making skills, but these are not as well practised by four-year-olds in the mixed age range sessions, as they are on their focus afternoon.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children learn to use number freely and most four-year-olds use numbers up to ten correctly and independently in their play. They learn to recognise numerals up to ten with accuracy, but three-year-olds do not always get support to count reliably within whole group activities. Staff use calculation language and compare numbers, but this is not widespread. Children learn to recognise 2D shapes, but are not yet aware of 3D shapes. Children are regularly involved in measuring within cooking.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children enjoy exploring activities and materials. They delight in finding 'treasure', such as conkers and fir cones within boxes. They design and make using a wide variety of tools and materials. Although some information and communication technology resources are available there is no clear programme within the planning. Topics and themes are used to develop children's sense of time, place and knowledge of other cultures and beliefs. They grow vegetables and flowers in their garden.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children have a strong sense of space and can operate safely at different speeds and with a range of equipment and tools. Children climb, jump, run and learn to catch and throw objects with increasing accuracy. They develop an awareness of health and their bodies through discussions with staff. They acquire good hand-eye coordination skills through daily use of a range of materials and tools, and more unusual activities like using icing bags. They enjoy physical play indoors and out.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children readily use their imagination in creative work, role play and small world play. They enjoy dancing and moving to different types of music. They learn to sing a range of songs and action rhymes, but there is insufficient evidence of how they learn about rhythm and musical instruments. Children are encouraged to respond to a variety of experiences and enjoy cooking and food tasting. They also learn to express themselves with increasing clarity, with words and actions.

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

- review the planning system to demonstrate how all areas of the curriculum are covered and developed in a balanced way, including a clear programme for information and communication technology
- develop the assessment records to ensure planned and spontaneous observations are dated and collected for all six areas of learning and used to inform planning. Ensure older and more able children are appropriately challenged
- implement strategies to increase parents and carers involvement in their children's learning and sharing what they know about them.

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.