



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 100209

DfES Number: 512809

INSPECTION DETAILS

Inspection Date 25/11/2003
Inspector Name Amanda Noble

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Beacon Pre-School Playgroup
Setting Address The Broadway
Dagenham
Essex
RM8 1DZ

REGISTERED PROVIDER DETAILS

Name The Committee of Beacon Pre-School Playgroup

ORGANISATION DETAILS

Name Beacon Pre-School Playgroup
Address The Broadway
Dagenham
Essex
RM8 1DZ

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

Beacon Pre-school Playgroup has been established for a period of 25 years. It operates from three main rooms in a church hall in Beacontree Heath. The pre-school serves the local area.

There are currently 49 children from 2 to 5 years on roll. This includes one funded three year old and two funded four year olds. Children attend a variety of sessions. The setting currently supports a number of children with special needs; and who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 9.15am - 11.45am.

10 staff work with the children. Three staff have early years qualifications and seven are currently working towards early years qualifications. There are opportunities for staff to attend further training programmes. The setting receives support from the PSLA and the EYDCP.

How good is the Day Care?

Beacon Pre-school Playgroup provides satisfactory care for children.

The staff work well together as a team. Effective induction procedures, staff meetings and clear rotas ensure that all staff are clear about their roles and responsibilities. An operational plan has been devised, however it does not include how staff are deployed, management and training.

Staff record children's progress but this is not used effectively to inform individual planning.

Staffs' awareness of safety is good ensuring that children are safe both inside and outside the premises. Most areas for promoting children's health are satisfactory but children's handwashing procedures need to be improved.

A broad range of activities are planned and set out for the children, however these are limited in challenging and extending more able children. There is a good range of toys and equipment to support the activities although children are limited in being able to access them independently and a way needs to be devised to display children's work.

Children with special needs are fully integrated into the setting and are able to partake in all activities with support from staff. Links have been made with other agencies to enable staff to meet children's individual needs. The child protection policy needs to be developed.

There is a good relationship with parents and carers. Information is shared with parents through a newsletter and notice board. Staff welcome parents comments and suggestions as well.

What has improved since the last inspection?

At the last inspection the provider agreed to develop an operational plan, implement strategies for the use of observations, make safe stairs leading to the stage, implement appropriate procedures for the outside area, conduct a risk assessment, implement appropriate protection for heating, devise a medication policy, implement procedures to ensure that the premises and equipment are clean, include bullying within the behaviour statement, seek information regarding local ACPC procedures and to include details of the regulator in the complaints policy.

The provider has met all actions with regards to safety and has implemented effective procedures to ensure that children are safe both inside and outside the premises. Policies and procedures have been develop and implemented.

What is being done well?

- Staff work well together as a team. Staff to attend training courses and workshops.
- Staff build good relationships with the children. Staff interact with the children at activities and encourage them to participate in the activities provided.
- Good range of toys and equipment which include resources that promote equality.
- Staff have clear understanding of safety procedures and implement them into the setting to ensure that children are safe at all times.
- Staff have a positive attitude to providing support for children with Special Education Needs. Links have been made with other agencies to enable children's individual needs to be met.
- Staff have a clear understanding of behaviour management and implement the Behaviour Management policy effectively.
- Staff have built a good relationship with parents.

What needs to be improved?

- Informing OFSTED of relevant changes and matters.
- Opportunities to challenge and extend children's learning and to use observations to help plan their next steps.
- Practical ways to enable children's work and posters to be displayed.
- Opportunities for children to access toys and equipment independently.
- Hygiene procedures when children wash their hands in the bathroom.
- Development of policies and procedures - Operational Plan and Child Protection Policy

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	ensure that OFSTED are informed of relevant changes and that the Certificate of Registration is displayed.	11/12/2003

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

Std	Recommendation
2	ensure operational plan includes how staff are deployed, management of staff and training;
3	provide opportunities to challenge and extend children's learning and to use observations to help plan their next steps;.
4	ensure temperature of the hall is at an appropriate level;
4	develop practical ways to display children's work and posters around the hall;.

5	develop opportunities for children to be able to access toys and equipment independently;
7	ensure hygiene procedures are in place when children wash their hands in the bathroom;
13	include in the Child Protection Policy procedures to be followed in the event of an allegation being made against a member of staff.

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

How effective is the nursery education?

The provision is acceptable and is of good quality. Children are making generally good progress towards the early learning goals.

Activities are well planned and well resourced. There are however inconsistencies in some of the staff's working knowledge and understanding of the early learning goals, and insufficient challenge for the more able children in some areas of learning.

There are effective systems in place to support children with special educational needs.

Relationships between staff and children are positive. Children's behaviour is good in response to the high expectations and sensitive approach of staff. Staff praise and encourage children and act as good role models.

There are assessment procedures in place but these are not being used effectively to help children move to the next steps of learning.

Leadership and management is generally good. There is a good commitment to ongoing staff development and improving the nursery education.

Partnership with parents is generally good. Parents are kept informed about relevant events throughout the year, and are given an end of year report. There are however limited opportunities for parents to receive formal ongoing information throughout the year about their child's progress.

What is being done well?

- Children's personal social and emotional development. Children are confident, motivated and interested to learn. They have developed good relationships with the staff and with each other.
- The provision for supporting children with special educational needs is good. Staff work closely with other agencies and are able to offer children individual support.
- Children's physical development is good. They are able to move confidently within the provision, with control and safety.
- Staff work well together as a group. Effective planning ensures staff are aware of their responsibilities, and enables them to give children individual support due to being effectively deployed.

What needs to be improved?

- opportunities for children to learn about living things, local environment, and access more information and communication technology and programmable toys
- practical opportunities which challenge more able children, to develop calculation skills, and develop mathematical ideas and methods to solve practical problems
- opportunities for children to attempt writing for a variety of purposes, and opportunities for children to express their own creativity
- consistency in how staff encourage and extend children's learning, and effective assessment methods to assist children's individual learning.

What has improved since the last inspection?

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

At the last inspection it was noted that there needed to be an improvement in staff's knowledge and understanding of the early learning goals, and consideration given to how all the children could be encouraged to participate in activities to support their overall learning.

The group also had to give consideration to ensuring children were achieving the early learning goals covering aspects of communication, language and literacy mathematics, and knowledge and understanding of the world. They were also advised to develop the present system to plan the educational programme to ensure that each area of learning was included.

The action plan was formulated and fully implemented. Staff have attended training in the early learning goals and have also attended training on the six key areas of learning and curriculum planning. The group have also been supported by the Advisory Teacher, and Pre-school advisor from the Early Years Development Child care Partnership (EYDCP) and have sought their advice when planning the curriculum.

Focus groups have now been implemented and daily planning sheets ensures that all children are able to participate in activities which covers the six key areas of learning. This has enabled staff to offer a broad curriculum covering all areas of learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children make generally good progress in this area. Staff interaction is good; children play well together and their behaviour is good. However, children have too few opportunities to be independent during snack time and choose their own resources.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are making generally good progress in this area. They are confident speakers and are able to express their own ideas and thoughts. There are limited opportunities for children to locate information books.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are making generally good progress in this area. Their counting skills are developing well and they are able to use appropriate language to describe and compare shape, position, size and quantity.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are making generally good progress in this area. They are involved in activities that help them understand about their own culture and that of other people.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are making generally good progress in this area. They move around freely and show confidence in balance and co-ordination.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children's progress in this area is generally good. They are able to explore through a wide range of materials.

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

- improve opportunities for children to learn about living things, and local environment by incorporating all areas of learning when planning, outside trips and visits from members of the local community, and increase the opportunities for children to use more information and communication technology and programmable toys
- provide more practical opportunities which enable children to develop calculation skills, and challenge more able children to develop mathematical ideas and methods to solve practical problems
- increase the opportunities for children to be able to attempt writing for a variety of purposes through practical ways, and improve the opportunities for children to express their own creativity
- ensure staff are consistent in how they encourage and extend children's learning during planned and unplanned activities, and develop effective assessment methods which assist children's individual learning, and informs future 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.