



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 251562

DfES Number: 517760

INSPECTION DETAILS

Inspection Date 08/12/2004
Inspector Name Gill Thornton

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Little Teapots Playgroup
Setting Address Little Teapots Playgroup
Erskine Centre Chedburgh
Bury St Edmunds
Suffolk
IP29 4BA

REGISTERED PROVIDER DETAILS

Name The Committee of Little Teapots Playgroup 298507

ORGANISATION DETAILS

Name Little Teapots Playgroup
Address Little Teapots Playgroup
Erskine Centre Chedburgh
Bury St Edmunds
Suffolk
IP29 4BA

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

Little Teapots is a committee run playgroup. It opened in 1998 and operates from its own premises within the Erskine Centre in the village of Chedburgh, not far from Bury St Edmunds. A maximum of 20 children may attend at any one time. The group is open Monday to Friday 09.00 - 12.00 and Tuesdays and Wednesdays 12.45 - 15.15, term time only. All children have access to a secure outdoor play area. The playgroup regularly uses the adjacent hall for physical play.

There are currently 33 children aged from 2 to under 5 years on roll. Of these 26 children receive funding for nursery education. The playgroup supports children with special educational needs.

The group employs four staff. Two of the staff, including the manager hold appropriate early years qualifications. Two staff are working towards a qualification.

The group is undertaking the Suffolk Quality Kitemark accredited quality assurance scheme.

How good is the Day Care?

Little Teapots Playgroup provides good quality care for children.

A warm and welcoming environment is provided in which children are happy and well settled. The premises are safe and clean and decorated with creative displays of children's work. In the summer children are given free access to the small outdoor area and they regularly use the large adjacent hall to promote physical development.

Children are provided with a wide variety of resources and activities to encourage their learning and development. The staff work well together to support children's play, encourage perseverance and develop their independence. Staff are consistent in managing children's behaviour and children respond well to the good role models they provide. Policies and record keeping systems are in place to ensure children are looked after according to their parents' wishes. Procedures are appropriately

followed in order to protect children. Children's individual dietary needs are met and health and hygiene issues are given appropriate attention.

Partnership with parents is good. Staff work closely with parents to meet children's individual needs and keep them informed about their child's progress.

What has improved since the last inspection?

At the last inspection the group were asked to develop an awareness of the local Area Child Protection Committee guidance, all staff have now attended Child Protection training and know who to contact if concerned. They also agreed to obtain parental permission to seek emergency medical treatment or advice and ensure that the first aid box is regularly checked and restocked. These procedures are now in place so improving the safety and welfare of children.

What is being done well?

- The premises provide a bright and stimulating child friendly environment with all the necessary facilities to provide children with opportunities to develop emotional, physical, social and intellectual capabilities. Space is well organised and divided into various play areas which the children freely access to extend their learning.
- Children behave well. Staff use praise and encouragement and work well together setting clear boundaries. They use strategies appropriate to children's stages of development so that children are learning what is expected of them and to take account of the feelings of others. Children are polite and respond well to staff's calm and consistent manner and positive reminders of the playgroup's 'code of conduct'
- Partnership with parents is good. Parents' appreciate the care provided and they feel staff are approachable and caring. Staff work closely with parents to meet children's individual needs and to keep them well informed about their children's progress.
- Children can chose from a wide range of good quality toys and resources. These are thoughtfully provided to ensure they meet children's developmental needs and create a fun and stimulating environment. Staff support children's play appropriately, with good use of open ended questions and ideas to help extend their play.

What needs to be improved?

- clarification regarding epipen training
- fire drills to take account of different exits and number of children present

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
6	Review the system of performing and recording fire drills to take account of numbers of children present and to vary time of day and exits used.
7	Provide clarification of position regarding epipen training with insurance company.

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 Little Teapots Pre-school is very good. It enables children to make very good progress towards the early learning goals in all areas of learning.

The quality of teaching is very good. Staff create a relaxed atmosphere in which children gain confidence in their abilities. Staff are keen and enthusiastic and communicate well with each other. The environment is well resourced and is set out with a stimulating and welcoming way that is very effective in motivating children to engage in meaningful play. There is a good understanding of the Early Years Goals. Projects and activities are well planned, staff make regular assessments that identify children's progress. However the raising 5 group offers limited opportunity for children to re-enforce prior learning and lacks challenges for the more able children. Strong support is offered for children with special needs and the key worker system is used very effectively.

Leadership and management is very good. The committee and staff compliment and support each other well with a good understanding of their roles and responsibilities. Meetings are held regularly when self-evaluation and planning takes place. Staff have annual appraisals and documentation and policies are in place to support the day to day operation of the pre-school. The group liaise with the local school to ensure a smooth transition for children.

Partnership with parents is very good. Parents speak very well of the setting and have confidence in the staff. Parents are kept well informed about their child's progress and the foundation stage. Children's individual progress profiles are sent home termly each containing a page inviting parent's to make comments. Regular newsletters provide information on the current topics and invite families to bring things in from home to support topics work. Parents form part of the management committee who arrange fund-raising events which are well supported.

What is being done well?

- The management and staff team are pro-active in assessing the setting for on-going improvements and are totally committed to maintaining an excellent provision which meets the needs of the children and their families.
- Children are confident to attempt writing in a variety of situations and are provided with a range of tools to enable them to accomplish this.
- Staff have good questioning skills and take unplanned opportunities to extend learning.
- The organisation of the learning environment to cover the six area's of learning in an inviting and stimulating way.

What needs to be improved?

- To provide opportunities during the raising five's session for children to re-enforce prior learning and extend activities to offer further challenges for the more able 4 year olds.

What has improved since the last inspection?

The pre-school has made very good progress since the last inspection. Adult led focus activities are offered every session and are linked to the Early Learning Goals, with clear learning outcomes. At morning registration staff discuss playing together, sharing and caring for each other. They use phrases such as "we all play, we don't turn away." Staff have a consistent approach to encourage children and act as good role models.

The pre-school no longer uses letter land. Activities now promote the sounds of the letters and relate them to words which are familiar to the children.

Planned activities offer the opportunity for children to make, compare and explore patterns.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy, secure and confident. They are motivated to learn and try new experiences and independence is fostered. All children are confident to speak in groups situation, take turns and are developing good concentration skills. Children's behaviour is good with children responding to the positive message given to them. The children suggest ideas to each other and adults during activities and sit quietly when appropriate. They form good relationships with staff and peers.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children respond with enjoyment to stories and songs. They use language well to describe real and imaginary events and are encouraged to link sounds to letters. Children are learning that print carries a meaning through labelling in the room. Children are well supported in writing for a purpose through planned activities and are given many opportunities for mark making.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

All children can match and name colours and shapes confidently. They count forwards using fingers in number rhymes and songs with many children able to count beyond ten. Staff set problems for more able children in everyday situations "we have four plates, do we have enough?" Planned activities give children the opportunity to weigh, measure and compare.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are given a sense of time and place through topics which explore the local community. They are offered a stimulating environment to investigate nature and living things. They have access to computers on a daily basis with appropriate software and other technology resources such as telephones, keyboards and calculators. Knowledge of the wider world is introduced through festivals such as Dwali and, Chinese New Year. They are able to explore methods of joining and construction.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Equipment is provided which enables children to climb, crawl, balance, pedal, steer and develop ball skills. Indoors children enjoy moving to music and all children have good control and co-ordination. Children use a variety of tools with confidence e.g. scissors, pencil, staplers. health and body awareness is explored in topics work and staff take opportunities to extend this e.g. discussing taking clothes off when hot.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children are given opportunities to explore textures, colour, shapes and to develop their imagination and creativity through an excellent range of stimulating resources. Staff provide a wide variety of media for children to explore shaving foam, play dough. There are daily opportunities for collage and painting. Staff value and display children's artwork. Children enjoy moving to music and are introduced to sound and rhyme through the use of musical instruments.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

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:

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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.