



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 251576

DfES Number: 548069

INSPECTION DETAILS

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| Inspection Date | 24/01/2005 |
| Inspector Name | Nicola Mary Eileen Matthews |

SETTING DETAILS

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| Day Care Type | Sessional Day Care |
| Setting Name | Nayland Pre-school Playgroup |
| Setting Address | Nayland CP School Bear Street, Nayland Colchester Essex CO6 4HY |

REGISTERED PROVIDER DETAILS

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| Name | The Committee of Nayland Pre School Playgroup 1055330 |
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ORGANISATION DETAILS

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| Name | Nayland Pre School Playgroup |
| Address | Nayland CP School Bear Street Nayland Colchester Essex CO6 4HY |

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

Nayland Playgroup opened in 1993 at it's present site and operates from two rooms in a portacabin. It is situated in the grounds of Nayland Primary School on the Suffolk and Essex border. A maximum of 16 children may attend the playgroup at any one time. The playgroup is open each weekday from 09:15 to 12:00 during term time only. At present there is no outdoor play area, owing to building work to extend the school.

There are currently 21 children aged from 2 to under 5 years on roll. Of these 14 children receive funding for nursery education. Children come from the local village and surrounding areas. The playgroup is not currently supporting children with special educational needs, but does support a number of children who speak English as an additional language.

The playgroup employs five staff. Two of the staff, including the manager, have appropriate early years qualifications. There are two staff working towards a qualification.

How good is the Day Care?

Nayland Playgroup are providing good care for children. The experience of the long standing staff and their commitment to creating a warm and welcoming environment provides children with a feeling of security and being valued as individuals. The creative use of the space fosters children's independence. The use of resources including the displays show many positive images of a multi cultural society enabling children to develop a healthy understanding of similarities and differences in the local and wider community. Most documentation is in place.

Safety of the children is given high priority. Good hygiene practices are encouraged through daily routines and children's dietary needs are well met ensuring they develop a healthy life style. Medication, to maintain children's specific medical needs is administered and recorded according to current legislation. Children are treated with equal concern and their individual needs well met. Staff have attended child

protection training and are knowledgeable about the referral procedures should a child's welfare be compromised.

Children experience and independently choose from a stimulating range of activities and play resources to support their overall development. They show high levels of enjoyment in what they play with. The warm caring attitude of the staff provide children with good role models to promote respect for each other and the environment. The children's behaviour is good. They share and take turns amicably.

The partnership with parents is good. The supportive management committee fund raise to enhance the children's environment and provide finances for staff training. Information about their child's day is passed on informally at the end of each session.

What has improved since the last inspection?

At the last inspection the provider agreed to several actions. The action plan to ensure 50% of the staff are trained to level 2 has been implemented. The manager and deputy have completed their level 3 training.

Regular checking of the toilet area ensures they are flushed after each use and clean. Staff have attended the Basic Food Hygiene course to enable them to follow appropriate guidelines when preparing food. The first aid box has been replenished with items necessary to comply with the Health and Safety guidelines.

A small water fountain has been provided so children can have access to fresh drinking water all of the session.

The electrical appliances are checked annually. The actions to make the outside are secure no longer applies as owing to building works in the school the play group currently have no outside area.

The child protection statement has been developed to include the procedure to follow in the event of allegations being made against a member of staff or volunteer. However, it does not mention that Ofsted must be contacted.

What is being done well?

- The very warm welcome provided by the staff encourages children to enthusiastically enter the provision eagerly wanting to play with the resources readily available. The staff have been working at the provision for a long time providing continuity of care for each child and their siblings. This also enables them to know a family's culture well and meet the individual needs of the child accordingly.
- Children are able to experience a very good range of stimulating resources to play with indoors. They independently choose something and are supported by the staff to help maintain their interest in the activity and progress in their development.

- Children are learning about their own and others culture through novel activities supported by genuine artefacts and accurate pictures and photographs of the cultural topic being investigated. The staff provide information to the children to enable them to develop a good understanding of similarities and differences to help them understand that we are not all the same and that differences should be embraced.
- Children's dietary needs are met well. A nutritious snack is provided where children can choose from a variety of fruit, vegetables and bread sticks. They sit in a small group socially interacting with each other and the adult overseeing the activity. Their independence is promoted by allowing them to pour their own drinks and help with cutting up some of the foods.

What needs to be improved?

- documentation; the behaviour statement to include the procedure to follow in the event of bullying, the complaints procedure to include the address and telephone number of the regulator and the child protection statement to include the contacting of Ofsted.

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 |
|-----|---|
| 14 | Develop the complaints procedure and child protection statement to comply with the National Standards for Day Care. |

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 Nayland Playgroup is of good quality. Children are making generally good progress in mathematical development and knowledge and understanding of the world and very good progress in all other areas or learning.

The quality of teaching is generally good. The staff have a good understanding of the Foundation Stage curriculum and how children learn. This has enabled them to provide an effective learning environment that fosters children's independence and self esteem. However, the lack of outdoor access is not compensated for to enable the children's exploration of the natural world. Excellent questioning is used to promote children's problem solving skills. The support for children whose first language is not English is good, staff use the child's first language at times when talking to the child and in songs and rhymes.

The planning is discussed very regularly, and novel activities are presented to the children to help them understand about the wider community. The use of the assessment records to identify the child's next step is being done, however it is not always used to help inform the short term planning and help the more able child progress in some of their development.

The leadership and management is generally good. A budget is set aside for training which is given high priority. The staff work very well as a team and discuss at length the next day's activities and evaluate today's.

The partnership with parents is generally good. Parents are able to take an active part in their child's early education by being part of the management committee and helping out during the sessions, however they do not access or contribute to their child's assessment records. Parents talk very highly of the setting and they particularly like the continuity of the staff.

What is being done well?

- Children are able to select from a very good range of resources and activities, many of which show positive images of a multi cultural society. The low level shelving and attractively presented activities provide a stimulating environment giving children an excellent choice of resources. They work independently for long periods of time concentrating and persevering to reach a satisfactory conclusion. Children are seen meticulously taking pre-gummed spots from a paper and sticking them onto another piece until each spot has been transferred. They show delight at rolling marbles down the gently sloping slide or building up the marble run to use and repeating the actions many times.

- Children are developing very good cognitive skills to predict what might happen next, and they are encouraged to think about what is needed, for example on a picnic list for a seaside trip, and writing out their list. They then continuing to problem solving by being asked how many do we need for each child.
- Children use a variety of medium/resources to express their own ideas and experiences, which are created and completed by the child. For example one child used glue to stick brown flecked wool to a base to represent a basket that was an item used in the topic for the week.
- Children have very good hand to eye co-ordination, which they enjoy putting to use when threading beads onto wool to make necklaces and also cotton reels onto a lace.

What needs to be improved?

- the challenge for the more able child especially in mathematical development including comparing length and height, recognising shape in the environment and recording using marks and numbers
- opportunities for children to explore nature and their natural surroundings
- parent's access and contribution to their child's assessment records
- more effective use of the assessment records to inform the planning.

What has improved since the last inspection?

n/a

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children feel secure and have good self esteem resulting in effective relationships with adults and other children in the group. They learn to co-operate and work alongside each other share resources and take turns amicably. Children experience an environment rich in positive images to help them embrace differences especially in ethnicity and religion. They demonstrate a good sense of belonging, freely talking about their home life and playgroup times.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's spoken language is developing very well. They use talk in their imaginative play to describe what they are doing. Children enjoy listening to stories and help to predict what might happen next, and they independently choose to enact out scenarios from familiar stories. Children confidently recognise their names and use writing for a variety of purposes and draw recognisable favourite television heroes.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children confidently and accurately count out objects from a larger group and recognise numbers up to five. They use number spontaneously and correctly in their play and are learning to estimate accurately. Children are developing understanding of simple calculation skills during activities, like finding the right number of cups at snack time. They recognise simple shapes when using these for collage but the more able do not compare shape in the environment or compare length and height.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are developing very good exploration skills, they show high levels of curiosity when using their senses to explore the resources. However, they do not have sufficient opportunities to investigate nature and the natural world. Occasions such as birthdays and arrival of new babies are celebrated and children learn about events in their own and other lives. Children use a good range of tools and equipment to design models using a variety of resources.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are developing very good large motor skills, using big pieces of equipment. They confidently jump on the trampoline and climb onto the platform of the low level slide. Children show very good awareness of space. They carefully negotiate around the static equipment with ease and allow adequate space for each other when climbing through the hole on the slide structure and sitting on the floor playing.

| CREATIVE DEVELOPMENT | |
|---|-----------|
| Judgement: | Very Good |
| Children confidently and accurately recognise many colours. They explore colour through a good range of painting techniques. Children enjoy experimenting with colour mixing it as they apply the paint and spontaneously using a variety of ways of putting the paint on the paper. Children participate in ring games with enjoyment and gleefully add their own ideas when making up songs. They concentrate and become very involved in their imaginative play using small world figures. | |

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

- develop the educational programme, planning and use of assessment records, especially for mathematical development, to include challenge for the more able child
- enable parents to access and contribute to their child's assessment records
- develop the planned curriculum to include experiences for children to explore the natural world

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.