



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 251499

DfES Number: 515112

INSPECTION DETAILS

Inspection Date 18/03/2004
Inspector Name Chris Gregson

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Grundisburgh Early Years Centre Playgroup
Setting Address Alice Driver Road
Grundisburgh
Woodbridge
Suffolk
IP13 6XH

REGISTERED PROVIDER DETAILS

Name The Committee of Grundisburgh Early Years Centre Playgroup
1006385

ORGANISATION DETAILS

Name Grundisburgh Early Years Centre Playgroup
Address Alice Driver Road
Grundisburgh
Suffolk
IP13 6XH

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

Grundisburgh Early Years Centre Playgroup opened in 1991. It operates from one room in purpose built premises within the grounds of Grundisburgh Primary School. The playgroup serves the local and surrounding area.

There are currently 28 children from 2 to under 5 years on roll. This includes 21 funded three year olds and 7 funded four year olds. Children attend for a variety of sessions. The setting currently supports one child with special educational needs and there are no children who speak English as an additional language.

The playgroup opens five days a week during school term times. Sessions are from 09:15 until 11:45 Monday to Friday, and 13:15 until 15:45 on Tuesdays.

There are nine part time staff working with the children. Over half the staff have recognised early years qualifications to NVQ level 2 or 3. There are two staff are currently working towards a recognised early years qualification. The setting receives support from a teacher from the Early Years Development and Childcare Partnership (EYDCP) and from the reception class teacher at Grundisburgh Primary School.

How good is the Day Care?

Grundisburgh Early Years Centre Playgroup provides satisfactory care for children. The supervisors are very experienced, although, now need to update their qualifications. The premises are bright and cheerful and decorated with colourful displays. There is a good range of child sized furniture and age appropriate toys, however there are limited resources and posters to promote diversity.

Staff ensure that children are safe. They are aware of health and safety issues, child protection procedures and have first aid training. They encourage children to use good hygiene practices in their daily routines. Effective records inform staff about children's health and welfare, including any specific dietary requirements or allergies. Staff act on this information to ensure children are well cared for. However, food for

snacktime needs reviewing to encourage children to eat a healthy diet. Staff provide excellent support for children with special needs. Children are taken on regular outings to local places of interest, and for walks around the village. However, the policy for outings needs to be expanded to include all safety procedures and documentation.

The staff provide a well-balanced range of activities appropriate to the children's level of development. They observe and record children's progress. Children can choose their own play activities during the first part of the session and then join in whole group activities. Children are well behaved, although some children find sessions where they are in a large group difficult, and sometimes become disruptive. The behaviour management policy needs reviewing to bring it in line with the National Standards.

Partnership with parents is satisfactory. Parents find staff approachable and friendly and appreciate the progress their children make, especially in social skills. Parents value the care and education provided by staff.

What has improved since the last inspection?

At the last inspection the provider agreed to obtain several permission forms, increase security, ensure staff are vetted, hold records on the premises and provide a plan detailing how the deputy will be qualified.

Permission to seek emergency medical treatment, give medication when needed, and records kept of this is now in place. A bolt has been fitted to the outside door and prevents access from strangers or a child leaving the premises unseen. Procedures are in place to ensure all staff are vetted and a qualified assistant has been appointed as deputy.

What is being done well?

- Staff are very supportive and talk and listen to children encouraging them to think. They join in and encourage meaningful play.
- The excellent premises provide a welcoming environment for children and their families. This is a much needed and valued facility in the village. Parents and toddlers use the building once a week.
- Children have a very good range of child-sized furniture and age appropriate toys and resources for inside and outdoor play.
- Children with special educational needs are skilfully supported in their play and staff work closely with parents and other professionals. There are high, but realistic, expectations and staff enable them to develop in a supportive environment.

What needs to be improved?

- training, to ensure the supervisor can meet the qualification requirements

- children's access to resources to reflect positive images of diversity
- behaviour management statement, to include bullying and the methods used to manage children's behaviour
- procedures for outings, to include a record of named drivers and vehicle documents
- snacks to encourage healthy eating.

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
2	Develop and implement an action plan that sets out how the supervisors will achieve a level 3 qualification.	20/04/2004

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

Std	Recommendation
6	Ensure procedures are in place and followed when taking children on outings. Keep a record of vehicles and a list of drivers. Ensure drivers using their own transport have adequate insurance.
8	Review the range of food provided at snacktimes to encourage children to eat a healthy diet.
9	Produce an action plan to demonstrate how children will have access to more resources to encourage them to develop an understanding of diversity
11	Update behaviour management policy in line with the National Standards.

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

How effective is the nursery education?

The provision of nursery education at Grudisburgh Early Years Centre Playgroup is good. It enables children to make generally good progress towards the early learning goals in all six areas of learning.

The quality of teaching is generally good, but has some areas for development. Some staff have limited qualifications and training in the Foundation Stage, which impacts on the challenges offered to the older and more able children. Planning is limited and needs reviewing to ensure it fully covers all aspects of the six areas of learning. Staff work well as a team and provide an environment where children learn through practical activities. There are very good links with the local school. An assessment system is in place although it needs some development to ensure that staff use it adequately to record children's progress and enable them to plan the next steps in the children's learning programme.

Leadership and management of the playgroup are generally good. There are termly staff meetings and staff know what is expected of them. They work well as a team and possess a variety of skills and experience.

Partnership with parents is generally good. Parents are encouraged to join the voluntary management committee and be part of the rota list. Staff are very friendly and talk informally to parents at the end of the sessions. They are welcome to go on visits with the playgroup.

What is being done well?

- Children learn through a range of topics that are well resourced and carried across various activities and experiences offered to the children. Children are encouraged to use reference books to find information about the topics.
- Very good facilities allow children to play and work inside and outside. When the doors are open it allows free flow between inside and outdoor activities.
- There are very good links with the school. Children go into school for PE with the early year's unit and on some occasions share their play area. Children go for short visits to the school wild life garden where they see and explore the natural world.
- Children are caring and considerate and generally very well behaved. They form good relationships with staff and one another, enabling them to develop confidence and self esteem.

What needs to be improved?

- staff's knowledge and understanding of the Foundation Stage, including the

planning and assessment of children's progress

- opportunities for children to develop their independence and have free access to resources
- aspects of the programmes for mathematics, knowledge and understanding of the world and creative development.

What has improved since the last inspection?

Generally good progress has been made in implementing the action plan drawn up to address the two key issues identified at the previous inspection.

Children's assessment records are sent home termly for parents to see and comment on.

Children use a CD ROM computer and software to support their learning. However, access to this is limited and children do not have free use throughout every session.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are interested and eager to learn. They concentrate and listen attentively. They are very confident and able to speak in front of a small group. Children are proud of their work and develop their self esteem. They form good relationships with friends and staff. They take turns, share, care for others. They help to tidy up, however, they are not encouraged to pour their own drinks or access their own resources. They visit the school and make Mother's Day cards.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children talk, listen and communicate with words and actions. They use language to describe their play in the home corner. They tap the rhythm of their names at circle time. Children predict what will happen in the story. They use books to find out information for their topic work, however, the book corner is underused. Children write their names on their work and practise forming letters correctly.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children can count up to 10 and beyond. They can recognise numerals in displays and know numbers of significance to themselves. The sing number song and rhymes, however, there are limited opportunities for them to experience simple addition and subtraction in other activities. Children use mathematical language in their play and can describe position, measure length, and weigh cooking ingredients. They recognise shapes through well made resources.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children explore and investigate various materials and the natural world. They learn about their environment through topic activities, go for nature walks, talk about the weather and visit a farm to see lambs born. However, children do not have opportunities to freely construct or build. They have access to a computer but opportunities to use it are limited. They talk about past and present events and learn about the wider world by celebrating festivals, eg. Diwali.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children confidently move inside and outdoors. They climb up, slide down, balance, jump for joy and ride bikes outside. Children are aware of space both for themselves and others. They learn about keeping healthy through topics, and know to wash their hands after painting. They safely use a range of tools to make sandwiches for their teddy bears. They explore various materials like play dough and clay, using their hands and tools to mould and form shapes.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children explore colours and textures through various painting activities and collage work. They mix colours and freely paint pictures at the easel. However, their creative development is limited by some pre-determined, adult led, art and craft activities. They enthusiastically join in action songs and their imagination is developed through role-play as they act out experiences. Children learn about their senses through topics and can discuss smells that they like and dislike.

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 staff's knowledge and understanding of the Foundation Stage, including planning and using the stepping stones to assess children's progress in all area of learning
- develop children's independence at snack time and through easy access to resources throughout the whole session
- provide opportunities and challenges for the more able child to extend their learning in the programmes for mathematics, knowledge and understanding of the world and creative development.

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.