



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 402933

DfES Number:

### INSPECTION DETAILS

Inspection Date	12/01/2005
Inspector Name	Donna Bonner

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Hop, Skip & Jump @ Christchurch
Setting Address	Sumner Road Croydon Surrey CR0 3LJ

### REGISTERED PROVIDER DETAILS

Name	The Committee of FOLLYS END FELLOWSHIP TRUST 1092505
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### ORGANISATION DETAILS

Name	FOLLYS END FELLOWSHIP TRUST
Address	5-9 Surrey Street Croydon Surrey CR0 1RG

## 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

Hop Skip and Jump Preschool at Christchurch opened in September 2001. It is one of three Preschools run by Folly's End Church, in Croydon. The preschool runs from a church hall in the West Croydon area, from where it has exclusive use of during hours of operation. The lobby, kitchen and toilet facilities have some shared use with other church members. There is an outside area, which is not directly adjacent to the hall, which the group use for outdoor play.

The Preschool is part of the ministry of Folly's End Church and their Christian teachings and beliefs are actively promoted in the literature and activities of the group. Places are however open to children of all religions and a high percentage of the children who attend do not come from practising Christian families.

There are currently 29 children on roll with a maximum of 24 children attending any one session. This includes a total of 20 funded three and four year olds. The group supports a child with special needs and the group supports 19 children who speak English as an additional language.

The group currently runs five mornings a week, during term time, from 09:00 to 12:00 noon on Monday-Friday.

There are currently 4 paid staff and one volunteer and 2 additional Hop Skip and Jump bank staff may be used. The manager and one other staff hold an Early Years qualification. Two staff are working toward an Early Years qualification.

The Preschool follows the Early Years Foundation Stage curriculum. The setting receives support from the Early Years Development and Childcare Partnership, and is a member of the Preschool Learning Alliance.

### How good is the Day Care?

Hop Skip and Jump Preschool at Christchurch provides satisfactory care. There are sufficient qualified staff and suitable cover arrangements. At the time of inspection,

there was no evidence that all eligible staff have been vetted. Some documentation is maintained in line with the National Standards but some lack detail and are not always stored confidentially. There is not a volunteer policy and an uncollected child policy was not seen at inspection.

The space is organised well and the manager has an understanding of the need to keep children safe but approaches within the team are inconsistent, and there are limited records in this area. Staff encourage children to practice basic hygiene but records of children's health are incomplete. There is one First Aider although evidence was not seen at this inspection. Nutritious snacks are provided by the use of a snack bar. Staff are aware of their duty to protect children in their care but do not have written government guidance.

Toys and activities are varied and stimulating to promote children's development and staff actively encourage children in some areas of their play. However, staff do few observations to plan for children's play and to help them progress. Staff have attended training on children with special needs but have a limited understanding of the guidelines in this area. Staff use distraction to manage behaviour and a star chart for reward but do not use consistent methods to help children learn what is right and wrong.

Staff share information with parents but there is insufficient consideration for parents with English as an additional language.

#### **What has improved since the last inspection?**

At the last inspection, the registered person agreed to confirm that gas, electric and other appliances and fittings conform to safety requirements and do not pose a hazard to children. She also agreed to make sure that radiators and low level sockets are safe or inaccessible to children. The registered person states she is still awaiting confirmation from the landlord and will forward evidence. This is set as an action at this inspection. The radiators are covered with cloths and plug sockets are now used.

#### **What is being done well?**

- Children enjoy new experiences with a wide range of safe and interesting toys and equipment to challenge their development.
- Space and equipment is organised well so that children are involved in quiet and noisy activities.
- Staff use some appropriate methods to encourage children's behaviour and children enjoy their responsibilities such as sweeping up sand or tidying activities.

#### **What needs to be improved?**

- the arrangements to make sure all eligible persons are vetted

- the arrangements to record children's attendance and staff awareness of children's safety
- evidence that the premises are safe
- evidence that one staff member holds a current first aid certificate
- the arrangements for all parents to access the resources available
- staff awareness of managing children's behaviour
- staff understanding and regard for the Code of Practice(2001) relating to children with special needs
- the written child protection information and staff understanding of this

**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**

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?**

<b>The Registered Person must take the following actions by the date shown</b>		
Std	Action	Date
1	Make sure all persons submit to the vetting procedure.	26/01/2005
6	Confirm that gas, electric and other appliances and fittings conform to safety requirements and do not pose a hazard to children.	26/01/2005

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

Std	Recommendation
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6	Make sure staff are vigilant about children's safety at all times and a register is completed which includes children's hours of attendance.
9	Make sure children have an appropriate range of activities and resources that promote equality of opportunity and anti-discriminatory practice and give consideration to communicating with parents who do not speak, read or write English.
10	Develop staffs understanding of the Code of Practice (2002) for the Identification and Assessment of Special Educational Needs and develop staffs understanding of effective ways to manage children's behaviour.
13	Obtain and be familiar with the government booklet 'What To Do If You're Worried A Child Is Being Abused' and develop staff knowledge and understanding of child protection issues.

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

### How effective is the nursery education?

Hop, Skip and Jump Preschool at Christchurch offers acceptable education where children's progress towards the early learning goals is limited by some significant weaknesses. Children make very good progress in creative and physical development.

The quality of teaching has significant weaknesses. Staff know children well, have good relationships with them, and plan a range of topics and activities which make learning fun. However, they are inconsistent when managing children's behaviour and do not always reinforce the rules and boundaries. Staff communicate with children, but provision for children with English as an additional language is inadequate. Staff have limited knowledge of the stepping stones and do not keep observations and children's assessments up to date or use them to aid planning. Staff miss opportunities to support more able children.

There is inadequate support for children with special educational needs to help them progress. The fostering of children's cultural needs and those from the community around them is limited. The organisation of large, and small group activities is not always appropriate for children's abilities, especially during story time talk time and sharing sessions.

There are significant weaknesses in leadership and management. The setting is clearly managed, with the manager taking responsibility for the organisation and deployment of staff, and all staff are involved in planning including those from other settings within the organisation. There is a commitment to improvement, but the systems for monitoring and evaluating the education to do this are not effective.

The partnership with parents is generally good. There are opportunities to discuss children's progress formally and informally. There is information available about forthcoming events, newsletters, and the curriculum is displayed on notice boards, however there are no opportunities for parents to access information in languages that they understand.

### What is being done well?

- Children have access to an extensive range of good quality resources. Staff plan a varied curriculum which links to the six areas of learning. They ensure that topics provide fun learning experiences. Children make particularly good progress in creative, and physical development.
- Staff are very calm and caring towards the children. This creates a very calm atmosphere for the children to learn in.

<b>What needs to be improved?</b>
<ul style="list-style-type: none"><li>● the management of children's behaviour</li><li>● the fostering of children's cultural needs</li><li>● the opportunities to recognise written words including dual languages</li><li>● story time and small group times</li><li>● the progression for older children in pre- reading and writing skills</li><li>● the organisation of, and introduction to mathematical resources</li><li>● staff's knowledge and understanding of the foundation stage</li><li>● the assessments for children's progress</li><li>● the provision for children with special educational needs</li><li>● the information given to parents</li><li>● the systems for monitoring and evaluating education</li><li>● the support for children with English as an additional language</li><li>● the planning to incorporate children's individual needs</li></ul>



<b>What has improved since the last inspection?</b>
Not applicable.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Significant Weaknesses
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Behaviour is generally good, but staff are inconsistent when explaining boundaries and rules. Children are beginning to share and take turns during games and role-play. Some children find it difficult to concentrate on chosen activities, and some activities lack challenge for more able children. Independence and self help skills are developed through everyday activities such as tidying up and washing hands. There are limited, or no opportunities to explore and understand cultures and beliefs.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Significant Weaknesses
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The majority of children find it difficult to express their ideas and feelings. They have opportunities to look at books, but sessions to share stories are not based on children's abilities. Some children are able to recognise the letters of their name and older children are able to write their name, but staff do not extend on children's existing skills. There are limited opportunities to recognise words and letters especially in different languages.

### MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Some children can count confidently up to ten. Children know simple shapes and can recognise some numbers. There are opportunities to use maths in practical activities such as cooking and during games. Resources are good and are organised so that children can access them and explore independently, however staff do not support children appropriately, to enable them to practice skills. As a result, things tend to be thrown around or trodden on.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Some children can recall past and present events and show an understanding of time. There are limited opportunities for children to have an understanding of their own community and to learn about other cultures. Children have opportunities to explore technological equipment and question how and why things work by taking things apart and using them. Opportunities to explore the natural world include trips to the farm and visits from the wildlife centre.

### PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move confidently with control and co-ordination by taking part in activities such as music and movement. They use a variety of tools and equipment, such as scissors, pencils and cutlery well. They enjoy running, climbing and riding wheeled toys. Staff actively support children when using equipment. Children know about the importance of staying healthy and safe. They know how the body works, through topic work such as 'caring for ourselves'.



CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children enjoy role-play activities, and act out stories from their imagination and experience. They draw pictures to represent their families or animals. They experiment with musical instruments and enjoy singing familiar songs and taking part in dance. They enjoy adult led art activities and have opportunities to express their own ideas through painting, sticking, play dough, sand, water, peat, and experimentation with 3D activities.	

**Children's spiritual, moral, social, and cultural development is not fostered appropriately.**

## **OUTCOME OF THE INSPECTION**

The provision is acceptable but has some significant areas for improvement. Children's progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

## **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- Ensure that all staff have secure knowledge and understanding of the stepping stones and current good working practises.
- Develop the current system of using observations and evaluations of activities to inform planning for the next stage in children's development.
- Improve the provision for supporting children with special educational needs.
- Actively support children's cultural needs with an emphasis for children who speak English as an additional language.
- Improve the current systems for monitoring and evaluating the education that is provided.

*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.*