



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 251472

DfES Number: 522550

INSPECTION DETAILS

Inspection Date 24/02/2004
Inspector Name Chris Gregson

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Elmsett Pre School Playgroup 1
Setting Address Village Hall
The Street, Elmsett
Ipswich
Suffolk
IP7 6PA

REGISTERED PROVIDER DETAILS

Name The Committee of Elmsett Pre School Playgroup 1

ORGANISATION DETAILS

Name Elmsett Pre School Playgroup 1
Address Village Hall
The Street, Elmsett
Ipswich
Suffolk
IP7 6PA

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

Elmsett Pre-School Playgroup 1 operates from two rooms in the village hall at Elmsett. The playgroup serves the local and surrounding area.

There are currently 21 children from 2 to under 5 years on roll. This includes 11 funded three year olds and 8 funded four year olds. Children attend for a variety of sessions. The setting currently supports a number of children with special educational needs, and who speak English as an additional language.

The playgroup opens three days a week, Monday, Tuesday and Thursday, during school term times. They work in partnership with the primary school who offers sessions from 09:00 until 12:00 on Wednesday, Thursday and Friday.

There are four part time staff working with the children. Over half the staff have recognised early years qualifications to NVQ level 2 or 3. There is one staff member who is currently working towards a recognised early years qualification. The setting receives support from a teacher from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Elmsett Pre-school 1 provides satisfactory care for children. There is an effective operational plan that provides information about the organisation of the playgroup, including policies and procedures. However, some policies need updating. Child sized furniture is available and children can make use of the main hall and the foyer for specific activities, such as story time. Children can use the cordoned off section of the car park for physical play and staff also take them for nature walks to the meadow.

The premises are secure and children are safe. Good health, safety and child protection policies are in place. Effective paperwork is in place detailing any dietary requirements and allergies. Staff encourage good hygiene practices and know how to deal with minor accidents or children who become ill during the day. Staff identify

and support children with special needs and work with other professionals to meet their individual needs.

Staff are warm and caring. They provide support for new children to help them to settle at the playgroup. Staff plan a range of activities to promote children's overall development. Children freely chose from these during the first part of the session. However, they are cleared away at snack time, resulting in the rest of the session consisting of whole group activities, which does not fully meet the needs of all the children. Staff observe the children's progress and record this in their assessment records. Staff are interested in what the children say and do and encourage them to try new activities to increase their confidence and social skills. Children's behaviour is generally good.

Partnership with parents is good. Staff are very friendly and approachable. They talk informally to parents at the end of the sessions. Parents are encouraged to join the voluntary management committee. There is a parent's notice board in the foyer and a suggestion box for comments.

What has improved since the last inspection?

At the last inspection the provider agreed to produce an operational plan, update some policies, obtain parental permissions, provide drinks throughout the session, ensure safety in several areas and meet the needs of all children.

An effective operational plan is in place containing policies and procedure to ensure children's safety. Risk assessments have been carried out to ensure safety inside the hall and outdoors. The toilet doors and fires have been fitted with guards and staff provide supervision when children play in the car park. Drinking water is available during the session. Some resources with positive images of race and culture are in place, however there are few reflecting positive images of disability.

Some actions are still outstanding and will be carried forward following this inspection.

What is being done well?

- Staff are very caring and supportive. They ensure the children know the routine of the morning, enabling them to be happy and settled. Staff talk and listen to the children, and ask questions to make them think.
- There is a good operational plan in place detailing how the playgroup is organised.
- Staff make good use of nursery rhymes and story props to keep children's interest at story time.
- Staff develop good relationships with parents. They are very friendly and keep parents informed of the children's daily activities and progress. Staff value information given by parents.

What needs to be improved?

- organisation of whole group sessions to meet the needs of individual children
- provision of resources to promote positive images and provide opportunities for children to develop an understanding of diversity, including disability
- documentation, to ensure policies and procedures are in line with recent and current legislation.

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
9	Produce an action plan detailing how you will provide children with resources reflecting positive images of diversity.	24/04/2004
14	review and update documentation, including the policies and procedures. (This refers to behaviour management, child protection statement and the complaints procedure.)	24/04/2004

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

Std	Recommendation
3	Organise the whole group activities to meet the needs of all children, especially the younger children who have a shorter attention span, and also provide sufficiently challenging activities for the older, more able children.

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 Elmsett Pre-school Playgroup 1 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. Staff attend training and short courses to update their knowledge. They plan a range of interesting activities and build good relationships with the children, asking questions to make them think about what they see and do. Children with special needs are well supported. Staff give children lots of praise and encouragement and their behaviour is good.

Children enjoy free play sessions during the first part of the morning, however, at snack time the activities are cleared away and the activities are then very much adult directed. There is a key-worker system and staff observe and record children's progress to ensure all the areas of learning are met.

Leadership and management of the playgroup are generally good. A voluntary parents committee manages the group and staff are encouraged to attend training. There are regular staff meetings and annual appraisals are arranged to identify their strengths and weaknesses and training needs.

Partnership with parents is very good. Staff keep parents very well informed about their children's progress. Parents complete a profile when their children start and they are encouraged to be involved in their learning. Newsletters and topic information give details of the learning programme. There is a suggestion box provided so that parents can feedback and contribute their ideas.

What is being done well?

- Snack time is used effectively to introduce many areas of learning. Staff plan the food to link in with topics being covered in the curriculum.
- There are very good links with the local school. The head teacher and early years teacher visit the playgroup and the playleader also works in the school for the joint sessions.
- Children select books to take home and share with their parents forging a close link between the playgroup and home to consolidate and support their learning.
- Staff work well together to provide an enthusiastic, multi-skilled and balanced team.

What needs to be improved?

- the balance between adult directed and child initiated activities
- some aspects of the programmes for creative development and also knowledge and understanding of the world.

What has improved since the last inspection?

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

Staff have updated their training for the Foundation Stage, including long & medium term planning, observation and assessment. They have also attended training for behaviour management, and a range of workshops for special educational needs.

Children are developing their physical skills by using the climbing-frame, playing hopscotch, kicking balls, using hoops and throwing balls and beanbags. Inside, during movement sessions, staff encourage children to become elephants and take large steps around the room. They also use large-scale splatter painting to develop gross motor skills.

Children freely paint and use a variety of tools. However, there is limited opportunities for children to express their imagination freely in collage and craft work where there is an emphasis on adult directed activities. A staff member has attended training to extend their dance programme.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are confident and interested in the activities provided. They have good relationships with each other and staff, and they are confident when speaking to adults and visitors. They are learning right from wrong and are able to make their own opinions known. They discuss the photos of themselves at the playgroup with confidence and pride. Children show concern for others by filling shoeboxes for children at Christmas time.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children communicate through words and gestures, holding conversations with each other and staff. They talk about imaginary experiences in their play. Children are learning the letter sounds in their names. They listen to stories and know how to hold books. There is a book borrowing system in place. Children use emergent writing and simple well-formed words to label their work and write inside Christmas cards.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children confidently count up to ten and beyond during registration and when lining up to go outside. They recognise numerals on the robot and can select the correct date. Simple calculating and adding and taking away is introduced in action songs and through number rhymes. Children use mathematical language to describe position and quantity and sort into size and colour. They weigh using scales and they can name simple shapes.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children observe, investigate and talk about changes in materials. They are interested to find out how things work. Using man-made and recycled materials they join and construct. Children enjoy using electronic toys and games. They talk about holidays and helping to make breakfast at home. They are interested in where they live and visiting the local airfield. However, there is limited opportunities for children to learn about different festivals and cultures of the wider world.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move safely inside and outdoors. They run, jump, hop, balance, catch a ball, throw a beanbag, roll a hoop, walk backwards, run under the parachute and climb up and slide down the climbing frame. They wash hands before snacks and use tissues. They mould and shape materials using their hands and simple tools to make salt dough baskets and gingerbread men. Their hand eye co-ordination and fine motor skills are developed in a variety of activities, eg. making the sandwiches.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children explore colours and textures through a variety of painting and collage activities. They join in action songs and play musical instruments. They use imagination in their play and enjoy performing a puppet play with the help of prompt cards. However, they are limited in developing and expressing their imagination as many activities tend to be adult led. They explore their senses through topic work and are encouraged to taste, touch, feel and smell fruit and foods at snack time.

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

- ensure there is a balanced programme of activities for the children to include both adult led and also child initiated activities
- develop aspects of the programme for creative development to allow children to freely develop and express their imagination and ideas in art and craft activities without pre-determined outcomes
- develop the programme for knowledge and understanding of the world to include opportunities for children to learn about a variety of festivals and cultures.

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.