



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 254273

DfES Number: 500706

INSPECTION DETAILS

Inspection Date	26/11/2003
Inspector Name	Rosalie Mary Turner

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Sprowston Nursery Playgroup
Setting Address	Wroxham Road Methodist Church Sprowston NORWICH Norfolk NR7 8AD

REGISTERED PROVIDER DETAILS

Name	The Committee of Sprowston Nursery Play Group Committee
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ORGANISATION DETAILS

Name	Sprowston Nursery Play Group Committee
Address	Methodist Church Wroxham Road Norwich Norfolk NR7 8AD

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

Sprowston Nursery Playgroup opened over thirty years ago. It operates from three community rooms in Sprowston Methodist Church on the outskirts of Norwich. The playgroup serves the local area and reflects a range of social, economic and cultural backgrounds.

There are currently 70 children aged from two years and seven months to four years and four months on roll. Children attend for a variety of sessions. The setting currently supports a number of children with special needs and who speak English as an additional language.

The group opens five days per week during school term times. Sessions are from 09:30 until 11:45 and 12:30 until 14:45 excepting Monday morning and Tuesday afternoon when the group does not operate.

Ten part-time staff work with the children. Half the staff have early years qualifications to NVQ level 2 or 3. 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). Although staff do not follow a particular educational approach, they work with the children to help them to learn through free play experiences balanced with more structured adult led activities.

How good is the Day Care?

Sprowston Nursery Playgroup provides good quality care for children aged from two years six months to under five years.

The skills, enthusiasm and commitment of the established staff team ensures progression in learning for all the children. All aspects of the provision are well organised. Effective use is made of the staff, space and resources to ensure that all children are well cared for. All relevant paperwork is in place to support the

playgroup to operate smoothly.

Staff have a good understanding of children's safety. The risk assessment helps to protect children from harm although it does not consider whether adult's possessions are safely stored during sessions. Health and hygiene practices are effective. Staff provide nutritious snacks and teach children the importance of regular hand washing to keep them healthy and prevent the spread of infection.

Staff and children laugh and chat together during play. The staff know the children well and adapt each activity appropriately to ensure children of all abilities make progress. Staff work with the children to draw up their own guidelines for acceptable behaviour to help them to understand right from wrong. Children are happy, well behaved and confident with peers and adults. Staff are aware of the signs and symptoms of children at risk to support children's welfare and safety. However, procedures do not reflect current guidance.

The relationship with parents and carers is very strong. Parents are actively involved with all aspects of the playgroup which enables them to strengthen their parental responsibility as well as to build on their understanding of child development. The excellent two way share of information enables staff and parents to work alongside each other to meet the needs of the children.

What has improved since the last inspection?

At the last inspection the playgroup agreed to submit an action plan detailing how half the staff will achieve a NVQ level 2 or 3 qualification. They were asked to ensure the cupboard containing glass is safe, to review their welcome leaflet and complaints policy, as well as to obtain written permission from parents to seek emergency medical advice or treatment.

Half of the ten staff have NVQ level 3 qualifications and a further two members are currently training. As a result, staff have up to date knowledge and skills that are practised in the setting to provide the good quality of care in place. Playgroup has written permission from parents to seek emergency medical advice or treatment and has secured the glass cupboard. Staff are able to act quickly if children are ill and children are protected from potential risk of injury. The welcome leaflet and complaints policy contain information for Ofsted so that parents and carers are able to make contact if they have comments or concerns.

What is being done well?

- Staff interaction with the children is excellent. They sit with children and challenge them to recognise and compare colour, number, shape and size to support learning. They are particularly receptive to the quieter children and encourage them to be meaningfully involved in play.
- Staff ensure that routine activities and topics are exciting and stimulating to maintain children's interest. For example, they use story sacks and puppets to ensure familiar stories capture the children's imaginations and provide Arctic snow and an ice mountain to expand topic work.

- Staff place high priority on developing children's confidence and independence by encouraging them to self select and complete tasks for themselves. For example select toys, use scissors and other small tools, pour their own drinks, and use the toilet.
- The warm welcome from all staff, familiar routine and plentiful displays of art work and photographs make the playgroup attractive to children who separate from carers with ease and settle quickly.
- Staff are excellent role models to the children. Their calm, polite and consistent approach is helping children to manage their own behaviour.

An aspect of outstanding practice:

The amount, condition and variety of resources available to the staff and children is excellent. The staff use the good quality toys and equipment to their maximum effect and in many different ways to ensure that familiar activities remain stimulating for the children. For example, soft, furry fabrics, rice, zoo animals and crunchy, shiny cellophane are provided in the water tray to portray the North Pole. Staff expand themes and make them come to life for the children by careful selection from the 400 fiction and reference books within the playgroup which are used to re-enforce all areas of children's learning.(standard 5)

What needs to be improved?

- the storage arrangements for staff possessions, to ensure they are inaccessible to children
- the child protection procedures, to ensure they reflect the latest guidance.

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	Consider the safety of the storage of staff's personal possessions and

	include in the risk assessment if necessary.
13	Ensure the child protection procedures reflect the latest guidance.

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 Sprowston Nursery Playgroup is of high quality. Children are making very good progress towards the early learning goals.

The quality of teaching is very good. The staff demonstrate a very good knowledge of the early learning goals and how young children learn. They choose from an excellent range of resources and their effective planning uses a variety of interesting activities to consolidate and progress children's learning. Staff are skilful at managing the children's behaviour and setting appropriate boundaries. Staff provide very good support for children having special educational needs or who have English as an additional language to ensure they are fully included and make progress.

The leadership and management of the group is very good. The experienced and enthusiastic staff team work well together to plan, deliver and monitor the educational programme. The committee's aim to provide safe and satisfying play for the advancement of education of children aged from three to five years is evident in the effective learning environment provided and their support for the setting.

The partnership with parents is very good. Parents are warmly welcomed into playgroup and are given excellent information to help them to understand the curriculum and be involved in their children's learning. They are encouraged to contribute to the day to day running of the setting and some have become permanent members of staff.

What is being done well?

- Staff provide an excellent learning environment using a wide variety of resources and techniques that help children to develop very good attitudes to learning. Children concentrate and persist in their play, particularly when they are provided with challenges.
- Children's personal, social and emotional development is well fostered. Children are happy and settled in the group. They have firm relationships with the staff and show care and concern for each other in their play as they share or take turns. Children have a positive self image and are confident to take risks.
- Children are provided with effective opportunities to develop early reading skills as they choose from the vast range of books within the setting. They enjoy handling and looking at books, independently and in groups. Children turn pages carefully and are helped to understand print has meaning by the very good use of labelling, in print and pictures, throughout the setting.
- Children have excellent chances to explore, investigate and observe change. Staff make meaningful use of the environment as an effective aid to learning,

for example,when children grow plants, observe caterpillars change to butterflies and watch ice melt.

What needs to be improved?

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- the use of the outside area to provide more opportunities for children to experience physical play out of doors.

What has improved since the last inspection?

The playgroup has made very good progress since the last inspection. Staff have adopted and developed a new planning format that covers all six areas of the foundation stage. The detailed plans clearly identify all learning outcomes and include adaptations to enable children of all abilities to make progress. Improved planning has enabled children to make very good progress towards the early learning goals in all areas. Staff have planned and implemented focused physical activities. They have provided new resources, such as a parachute and balance walkway, to give opportunities for older children to extend all aspects of their physical development.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Staff use topics and provide a range of stimulating activities that excite and motivate children to learn, such as 'the journey to the north pole'. Children are happy and well behaved. Children are effectively supported to manage their own behaviour and set rules for themselves. Children are becoming personally independent as they self select toys and equipment, pour their own drinks and take themselves to the toilets.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children speak confidently and enjoy sharing their views in large and small groups. Children are encouraged to talk through their experiences and to explore their ideas and feelings. Children have many chances to practice early writing skills as they make marks in the office and draw patterns in sand. Some of the older children write their names. Children enjoy singing and story times when they listen attentively or join in to predict the outcome.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children confidently use numbers in play and older children can count competently and reliably to ten and above. Staff use number lines to help children to recognise and write numerals. Older children are suitably challenged to understand and use simple addition and subtraction through practical activities such as building, cooking and completing number puzzles. Staff make very good use of resources, comparative and positional language to help children to develop their mathematical thinking.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are able to make progress in their design skills as they cut, join and build using a wide range of natural and man made resources. They are beginning to understand technology as they use the computer, keyboards and programmable toys. Children are gaining awareness of time through stimulating topics about themselves. They are developing respect for their own and other cultures and beliefs through routine activities and carefully planned focus activities.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children adeptly control their bodies as they climb, balance and move to music. They negotiate space competently when using wheeled toys, stop safely and showing consideration to others. Children use a range of tools to develop their hand/eye co-ordination, cut and roll play dough, thread beads and use scissors with increasing control. Staff help children to recognise the importance of staying healthy through planned relevant activities such as a visit from a nurse and dental hygienist.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
<p>Children have regular opportunities to explore colour, shape and texture creating two and three dimensional work using stimulating and imaginative materials. Exciting use is made of topics to develop children's imagination and encourage role play. Staff engage children well in music and children enjoy the varied range of traditional and cultural instruments. Children's sensory development is well supported. They enjoy sanding and polishing wood, describing the textures and smells.</p>	

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:

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- develop the outside area to provide more opportunities for children to experience physical play out of doors.

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.