



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 146925

DfES Number: 530354

INSPECTION DETAILS

Inspection Date 25/02/2004
Inspector Name Usha Shah

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name The Village Playgroup
Setting Address 8 Church End
Walthamstow
London
E17 9RJ

REGISTERED PROVIDER DETAILS

Name The Committee of The Committee

ORGANISATION DETAILS

Name The Committee
Address 8 Church End
Walthamstow
London
E17 9RJ

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

The Village playgroup opened in June 1990. It operates from two play rooms, kitchen and outside play area. It is situated in the St. Mary's Welcome Centre, in a residential area, close to local amenities. The centre provides a range of activities for the local community. The play group provides a child care service for children from the local and surrounding areas. The premises is wheel chair/scooter accessible.

The play group operates during the term time only from 7:00 to 18:30 on Monday to Friday, except Thursdays.

There are 44 children on roll. This includes 1 funded 3- year- old child who has special educational needs.

Five staff work with the children, of these 1 staff has NVQ level 3 qualification and 2 staff have NVQ level 2. There are 2 staff who are not qualified but may work towards acquiring a qualification. They have experience of working with children.

The group receives support from the Pre-School Learning Alliance and Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

The Village Playgroup provides a satisfactory standard of care for the children.

The group organises staff, space and resources in a way to ensure that the children are well cared for. Ongoing training is provided for staff. Although the manager does not have a level 3 qualification, she is attending NVQ level 3 training. There is a level 3 trained staff member employed, who works with the manager and offers support. The group use external professionals to support children with Special Educational Needs.

The activities, organisation of the play space and the resources available are of a satisfactory standard. Staff provide a variety of activities through the morning which

are stimulating and varied for the children, including items that reflect equality. The children are confident and independent. They co-operate with each other, and take turns. The resources arranged for the day are accessible to all children and they can make choices.

The staff operate a consistent and positive approach towards managing the children's behaviour that helps them to build up confidence and independence. They have developed good relationships with children.

The partnership with parents is good. The workers regularly discuss children's progress.

Safety requirements for the premises are satisfactory. The staff are aware of the children's health and well being. However, hot water was not readily available. The staff help the children learn hygiene practices through daily routines.

All policies and procedures are in place.

What has improved since the last inspection?

At the last visit the provider agreed to make the main play hall safe.

This action has been met.

What is being done well?

- The group provides a warm and welcoming environment for children and parents and responds to parents requests.
- There is age appropriate play provision and activities that promote children's all round development, including play materials that foster equality. These are accessible to children and they can choose what they want to play with.
- The staff are attentive and caring, ensuring the children's well being. They know the children and their parents well.

What needs to be improved?

- the procedures for recruitment of staff
- the access to warm water for hand washing
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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 should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
1	Develop a procedure for staff recruitment.
7	Provide access to warm water for hand washing.

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

How effective is the nursery education?

Children are showing significant weaknesses in their progress towards the early learning goals. On the whole, children settle well and feel confident in their environment. They are developing good relationships with each other and staff. Children are learning to care about their environment by using resources well and routinely assist with tidying up. They enjoy reading books, and making up their own stories in role-play, and show good manipulative skills when handling small equipment.

The quality of teaching is sufficiently weak. Overall staff demonstrate a sound knowledge in some areas of learning, though lack confidence in promoting and providing opportunities for children to gain understanding and skills in the areas of personal, social and emotional development, mathematics and in knowledge and understanding of the world. Staff have a positive and caring approach which enables children to settle well and feel confident in a resourceful, clean and attractive environment. Written assessments and plans are regular and practical, though do not always have sufficient details to fully support children's learning.

The leadership and management is significantly weak because more than half the staff have recently started working at the setting and therefore are too new in post to make an impact on the care and education of the provision. Overall, staff work well together and are supportive to each other.

Partnerships with parents and carers are generally good. Staff greet parents and carers on their arrival and make them feel welcome. Parents and carers volunteer to assist the group on a daily basis to support the provision. They are made aware of their children's progress reports though there is less confirmation that reports are shared on a regular basis, and written information in community languages is not always readily accessible especially for those with limited English speaking skills.

What is being done well?

- The setting is well resourced with an attractive and clean environment for children to work and play;
- Children play happily together and are forming firm friendships with their peers;
- Positive and caring staff help children to settle well and feel confident in their environment;
- The setting provides a consistent parent and carer volunteer rota, which supports the running of the provision.

What needs to be improved?

- The programme for personal, social and emotional development to promote children's independence and self care skills in practical routines, and the organisation of resources to enable children to choose and select for themselves;
- Staff training and developmental needs, particularly in relation to the six areas of learning;
- The written plans to ensure that all aspects of the six areas of learning are covered, and that clearer details are given on how activities are adapted to meet the needs of children of various abilities;
- The programme for mathematical development, in order that more opportunities are provided for children to regularly count during daily routines, and to develop their mathematical ideas and language when using resources such as water, sand and dough;
- The programme for knowledge and understanding of the world to offer more opportunities for children to investigate objects, observe and find out about the common features of their local environment.

What has improved since the last inspection?

The setting has made limited progress in addressing the key issues identified in the last inspection. The setting was required to provide more opportunities for children to associate sounds with words, alphabet letters and rhymes. Currently the children are not yet at a developmental stage to understand and relate to letter sounds. However, staff have introduced rhyming songs on a daily basis, and use the tape cassette to enable children to explore sounds. Overall some progress has been made in the programme for mathematical development in that it is included in weekly plans, and children are gaining competence particularly in shape recognition. However not all aspects are covered with regularity to develop children's understanding and ideas. Mathematical development is incorporated into children's written assessment, but the main focus is number recognition. This area of learning continues to be a key issue.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Significant Weaknesses

There are significant weaknesses in children's personal, social and emotional development because of the quality of teaching. Children settle well because of staff caring attitudes and they are developing good relationships as they work and play together. Children are learning to care for their environment through routinely assisting with tidying up. There are insufficient opportunities given to promote independence and self care skills, and helping them to understand right from wrong and why.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are making generally good progress in their communication, language and literacy. There are some opportunities for children to talk and organise their thoughts within a group situation. Children enjoy looking at books and they demonstrate good book handling skills. There are limited books in familiar language for those children learning to speak English. Most children are able to recognise their own name, and in some cases they write for a variety of purposes.

MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

There are significant weaknesses in children's mathematical development because of the quality of teaching. There are sufficient resources but less assurance that all children are benefiting from the use of resources such as construction, water and sand play. Children are learning to recognise numbers from 1 to 5 through activities and songs. They are gaining competence in recognising and naming shapes. Opportunities for developing mathematical language and ideas are rarely seen in plans.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Significant Weaknesses

Children are showing significant weaknesses in their knowledge and understanding of the world. There is limited evidence that children are covering this wide area of learning with sufficient regularity. Children build and construct models daily through both planned activities and free play. There is some reference to children learning about other cultures in planning. Children are not sufficiently helped to find out about their local area, or to investigate how and why things work.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are making generally good progress in their physical development. Large scale physical activities take place daily, both indoors and outdoors. Children are becoming skilful in manoeuvring wheeled toys, and playing with balls and hoops. Though insufficient recognition is given to drawing their attention to changes in their bodies brought about by vigorous activities. They show good manipulative skills when using small equipment. Children develop an awareness of space in ring games.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children are making generally good progress in their creative development. Display work shows that children are developing their painting techniques, and they experiment with colours, many of which are named accurately. Good opportunities are provided for role-play and children make up their own stories and situations all over the playgroup. There is insufficient emphasis on the importance of sensory awareness such as touch, feel and smell, although water and dough play are provided.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable but has some significant areas for improvement. Children 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

- improve teaching standards through developing staff's knowledge and understanding so that they become more familiar with all aspects of each of the six areas of learning;
- further develop plans to ensure that all aspects of each of the six areas of learning are included, and that short term plans in particular clearly identify how activities are adapted for children of various abilities;
- develop the programme for knowledge and understanding of the world to ensure children are given more opportunities look closely at differences, change and similarities in objects. Also provide regular opportunities for children to observe and find out about the common features of their local environment;
- give greater emphasis on personal, social and emotional as key areas for children learning, to include more opportunities for children to develop independence and self help skills during practical routines. Also organise resources in ways which enable children to self select and choose for themselves in order that they can initiate their own play;
- maximise opportunities for children to regularly count during practical routines, and develop their mathematical ideas and language when using resources such as water, sand and dough.

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.