



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 309527

DfES Number: 520064

INSPECTION DETAILS

Inspection Date 28/05/2004
Inspector Name Margaret Baines

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Whitechapel Playgroup Ltd
Setting Address Whitechapel Village Hall
Church Lane
Whitechapel
Preston
PR3 2EP

REGISTERED PROVIDER DETAILS

Name Whitechapel Playgroup Ltd 04708524 1080554

ORGANISATION DETAILS

Name Whitechapel Playgroup Ltd
Address Whitechapel Village Hall
Church Lane
Whitechapel
Preston
PR3 2EP

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

Whitechapel Playgroup was registered 21 years ago and operates from the Village Hall in Whitechapel. The management committee is now known as Whitechapel Playgroup Limited.

Sessional registration has been granted for the Limited Company to offer child care places up to a maximum of 25 children aged between 2 years and 5 years. The group operates every Monday, Tuesday, Wednesday and Friday between 09:00 - 12:00 during term time only. No other sessions are offered and no overnight care is provided. The Limited Company of Directors which is made up of parents of the children who attend the pre-school, employ two suitably qualified and experienced supervisor plus a qualified assistant who are present at all sessions. A staff /child ratio is applied which meets the National Standards.

The village hall is used by other local community groups at times when the pre-school is not present, including the adjacent and attached school. The group has access to the large hall and also has use of the school playground and has an enclosed grassed area recently loaned to the setting. The setting welcomes children who may have a special educational need or English as a second language. There is in post a special educational needs coordinator. The setting receives support from the early years childcare partnership and the teacher team.

How good is the Day Care?

Whitechapel Playgroup Limited provides good child care

The staff team work well together, led by two supervisors who hold a level III qualification and the Limited Company board of directors who are also parents of children who attend.

There is a commitment to further professional development and staff are encouraged to update their knowledge and skills by attending further training. Staff and board directors are clear about their roles and responsibilities and regular

meetings keep them informed of changes to procedures. Documentation in the main is up to date and is accessible.

Staff have a sound understanding of safety issues with regard to the physical environment and equipment and regular safety check are carried out both inside and out, prior to children gaining access. All staff hold a current first aid certificate which ensures that an emergency situation can be dealt with confidently. Snacks and drinks are nutritious and varied and individual needs are well catered for, ensuring children receive appropriate food and drink.

A warm, welcoming environment is created and children are settled and secure. Displays of children's work and commercial posters are displayed on the screens and the walls of the village hall, creating a stimulating environment. Children have free access to an extensive range of resources which develops their independence and social skills. Staff show a good understanding of equal opportunities issues and have a sound understanding of the children's backgrounds, ensuring their individual needs can be met.

There is a commitment to developing and maintaining strong links with parents and they are provided with a wealth of information about the provision as a whole and their individual child's development on a regular basis. They are encouraged to contribute to the parent's rota system through which they gain first hand experience about life in the playgroup.

What has improved since the last inspection?

At the last inspection the setting was asked to :-

Ensure that all committee members and all staff submit to vetting procedures by Ofsted. This action has been completed, all persons involved in the setting complete the required documentation and no person is left alone with the children. Systems are now in place to ensure safety for children who attend.

Develop a system for the safe arrival and collection of children. There is in place a procedure which ensures that children are received into the setting and depart in line with the requirements of the National Standards to promote their safety.

Ensure heated surfaces do not pose a safety risk to children. All heated surface are appropriately protected to ensure the environment is safe in which to care for children.

What is being done well?

- Partnership with parents is very well managed. They are provided with relevant and interesting information prior to their child starting. There is a flexible settling in period for new starters and information about the provision as a whole and individual children is provided regularly both in written form and verbally. Their views are valued. Such measures ensure all parties are happy with the provision both in terms of education and safety.

- Activities are stimulating and motivating and enhance the learning and understanding of the children, both academically and socially. Resources are well maintained and organised to allow independent access, through which children can develop a sense of responsibility.
- Behaviour management techniques are appropriate, effective and consistently applied. Manners are encouraged at all times and a calm atmosphere of mutual respect has been created through which children take responsibility for their own actions.
- Varied and nutritious snacks are offered and children sit together to eat which creates a social environment. Snack includes tasting new foods for example dried apricots and prunes. Children who are celebrating a birthday are encouraged to bring some special biscuits to celebrate the occasion with their peers.
- Staff have a good understanding of safety issues when caring for young children. There are in place effective procedures to maintain and monitor safety requirements both indoors and out of doors to ensure a safe environment for all who attend.

What needs to be improved?

- amend the child protection policy to include the action to be taken should a member of staff be implicated in a child protection issue

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
13	Include within the Child Protection procedure the steps to be taken if there is an allegation against a member of staff.

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

How effective is the nursery education?

Children at Whitechapel Playgroup Limited are making very good progress in all six areas of learning. Their spiritual, moral, social and cultural development is fostered appropriately.

Teaching is very good. Staff have a clear understanding of the Early Learning Goals and their implementation. They are enthusiastic and offer a range of innovative and exciting experiences. Staff provide a wide selection of free play and directed activities, which are regularly changed to ensure motivation levels. The setting has been organised to offer different types of play. Planning and assessment systems are in place and used effectively in providing children with a broad, balanced curriculum and progression through the stepping-stones. Staff have high but realistic expectations of children's behaviour and encourage respect for each other and property. Children with a special educational need are welcomed and supported within the setting.

Leadership and management are very good. Staff and the company of directors are fully aware of their differing roles and work well together. Further professional development is encouraged and facilitated. Staff regularly update their knowledge and understanding through attendance at training events. Continuity of care ensures parents are confident about the quality of care and education. Continuous monitoring of the setting, both of the curriculum and practical issues, takes place and parent's views are well received and acted upon where necessary.

Partnership with parents is very good. They receive detailed information about the setting and educational provision prior to the children starting. Parents are encouraged to share information about their child's learning at home which is used to inform future planning. Parents are invited to participate as rota parents, which provide them with an insight into the practical implementation of the operational plan and the curriculum.

What is being done well?

- A wide selection of innovative, exciting and motivating activities and experiences are offered to the children and displays are used well to stimulate further learning and understanding.
- Resources are very well organised and labelled where possible to allow children to develop independence through free choice and exploration.
- Parents are provided with detailed information about the setting, which informs them about the care and education provided. Parent's views and knowledge about their child is valued and used to offer appropriate care and education.

- Children with a special educational need are supported well through liaison with parents, the special educational needs coordinator and the early years partnership to promote learning for children who may have a difficulty.
- The staff team and the company of directors are committed to developing the educational provision through training, regular meetings and consultation with parents.
- Staff interactions with children are very good. Staff have high expectations of behaviour and what children can achieve and continually challenge their thinking and learning. Children respond well to these interactions particularly enjoying the individual time spent with the key worker. There is an atmosphere of harmony and mutual respect within the setting.

What needs to be improved?

- the use of the recently acquired outdoor play area

What has improved since the last inspection?

Very good progress has been made since the last inspection when the setting was required to address one point for consideration. This was to provide more opportunities for children to record their own observations.

The setting has incorporated into the daily planning opportunities for children to record their own observations. They draw living things such as flowers and animals. They learn to measure and record their findings for example in the hare and the tortoise activity. They measure longer and shorter and record their findings in their special books.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are motivated to learn, they try new activities with confidence and concentrate for extended periods. Relationships between children and adults are good, they show respect for one another, the premises and resources. Children are well behaved and manners are suitably encouraged at all times. They are able to share and take turns and this is reinforced throughout the session. Personal independence is encouraged, children are able to select and pour their own drinks, and wash their hands.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are able to recognise their names and some can recognise those of others. Children are confident to talk as part of a large group which is encouraged through general discussion and a regular show and tell activity. They show confidence with writing and there are many opportunities available through which they can write independently, for example, during role play. Children's memory skills are very good and children are able to retell stories with confidence.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children show an understanding of mathematical concepts such as addition and subtraction which are practiced during daily routine activities, free play and planned activities. Children learn about pattern making, shape, space and measure, and solve problems through a wide range of exciting activities and show increasing competence in these areas. Children are able to count to 10 and some beyond. Several children are able to recognise numerals.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children confidently identify and describe features of living things and nature. They are able to express their likes and dislikes. Children identify features of the local environment through outdoor activities and visits to local attractions such as the dairy. Children show an awareness of respecting individual differences and experience different cultures through topics. Children confidently use information technology to support their learning.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children develop balancing and travelling skills through planned activities. The new outdoor area is not currently included within the planning. Children move safely both indoors and outdoors. Children show a developing understanding of different food groups and the need for a balanced diet in order to stay healthy, which is reinforced through planned activities and the provision of healthy snacks. They are skilled in the use of small and larger tools and equipment.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children explore a wide range of media and colour through activities and their work is attractively displayed and used to enhance further learning. Music plays a large part in the session and children participate with enjoyment in songs and rhymes. Children make musical instruments and play these, such as when performing 'I am the Music Man'. Children use all senses to explore a variety of experiences and materials. Role-play is well used to promote imagination using different scenarios.

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:
- the development of the use of the recently acquired outdoor play area to promote children's learning.

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.