



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 205534

DfES Number: 520312

INSPECTION DETAILS

Inspection Date 07/02/2005
Inspector Name Rebecca Hadley

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Hanley Swan Pre-School Group
Setting Address Hanley Swan Village Hall
Welland Road
Hanley Swan, Worcester
Worcestershire
WR8 0EQ

REGISTERED PROVIDER DETAILS

Name The Committee of Hanley Swan Pre-School Group

ORGANISATION DETAILS

Name Hanley Swan Pre-School Group
Address Hanley Swan Village Hall
Welland Road
Hanley Swan, Worcester
Worcestershire
WR8 0EQ

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

Hanley Swan Pre-School opened in 1970. It operates from two rooms in Hanley Swan village hall. The nursery serves the local and surrounding areas.

There are currently seven children under five years on roll. This includes three funded three-year-olds and one funded four-year-old. Children attend for a variety of sessions. The setting supports children with special needs and who speak English as an additional language.

The group opens three days a week term time only. Sessions are from 09:00 until 11:45 Monday and Wednesday and 12:45 until 15:15 on Thursday. There are two full time staff who work with the children, both of whom have early years qualifications to NVQ Level 2 or 3. The setting receives support from a teacher / mentor from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Hanley Swan Pre-School provides satisfactory care for children. A welcoming environment is provided for children and space is organised well. Activities are set out to enable children to easily choose for themselves from the acceptable range of toys, which are available. Staff are willing to further their knowledge and expertise by attending training. Most documentation is kept, although the attendance register is not always accurately maintained; there are no procedures for inducting new staff; and policies are not signed or dated.

Children's safety is promoted through planned and unplanned activities, although an in-depth risk assessment has not been implemented. Staff are aware of the need to promote good hygiene practises, although there are not adequate facilities for changing nappies. Acceptable procedures are in place for protecting children from illness and infection. Children are offered a variety of healthy snacks which meet all dietary requirements, although drinks are not available at all times. Staff are aware of signs and symptoms of abuse and of their role in protecting the children in their care.

Children have access to a range of age appropriate toys and activities to promote learning, although at times, the organisation of groups does not allow all children to fully participate and there are limited opportunities for imaginative play. Staff recognise and respond to children's individual needs appropriately and they have access to resources and activities which reflect positive images of culture and diversity. However, there are no procedures to support children who have English as an additional language. There are clear and consistent methods in place for managing children's behaviour.

The group works well with parents and there are effective procedures in place for passing on information whilst ensuring that confidentiality is maintained, however, not all parents are aware of the complaints procedure.

What has improved since the last inspection?

At the last inspection the setting agreed to ensure that the nominated chair person for the committee has had a suitable person interview, produce policies for lost and uncollected children, the administration of medication, sick children and complaints and have procedures in place for recording incidents.

The chair of the committee has recently resigned and the group are in the process of appointing another. They are aware that the person nominated will need to undergo a suitable person interview.

All policies are now in place, although some parents are still not aware of the complaints procedure. An incident record book is in place and staff are aware of the types of incidents that need to be recorded.

The setting also agreed to make electrical sockets safe and produce a risk assessment. All sockets now have covers fitted to them to ensure children are unable to access them. There is still not a risk assessment in place as the committee is currently drawing this up. This is an action at this inspection.

The setting was asked to ensure that there is always one member of staff present who holds a recognised first aid qualification. All staff have now attended first aid training and are qualified to administer first aid.

What is being done well?

- Staff positively and consistently interact with the children. They ask questions to encourage children to think and offer praise and encouragement at all times.
- Children are provided with healthy and nutritious snacks, which take into account dietary requirements.
- Staff have a good understanding that some children have special needs. They work with parents and outside agencies to ensure that children's needs are fully met.

- There are clear and consistent methods in place for managing children's behaviour, which take into account children's age and stage of development.
- Parents are encouraged to be involved in the group and to share their expertise and experience with children and staff.

What needs to be improved?

- procedures for the induction of staff
- the register to ensure that it is filled in as children arrive and is completed in permanent ink
- the organisation of circle and story times
- opportunities for children to experience imaginative play
- procedures for changing children's nappies to ensure that privacy and good hygiene practices are maintained at all times
- procedures for identifying and minimising risks
- the availability of drinks at all times
- procedures to support children and parents who have English as an additional language
- parents' awareness of procedures to be followed in the event of a complaint against the setting
- documentation to ensure that all policies are dated and signed by the designated person.

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?

The Registered Person must take the following actions by the date shown		
Std	Action	Date
4	Revise procedures for changing children's nappies to ensure that privacy and good hygiene practises are maintained at all times.	01/03/2005
6	Conduct a risk assessment on the premises identifying actions to be taken to minimize identified risks.	01/03/2005

The Registered Person should have regard to the following recommendations by the time of the next inspection	
Std	Recommendation
2	Ensure that the daily register is filled in as children arrive and is always completed in ink; and produce an induction plan to show procedures to be followed when new staff join the setting.
3	Consider the organisation of circle time to enable all children to listen and participate; and provide opportunities for children to experience activities to promote and extend their imaginative development.
9	Consider procedures to be implemented to support children and parents who have English as an additional language.
12	Ensure that all parents are aware of procedures to follow should they wish to complain about the service.
14	Ensure that all policies are dated and signed by a designated person.

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

How effective is the nursery education?

Hanley Swan Pre-School provides generally good quality nursery education. Most children are motivated to learn, participate in activities and are making generally good progress towards the early learning goals in most areas of learning and very good progress in the areas of knowledge and understanding of the world and physical development.

Teaching is generally good, although staff have a limited knowledge of the Foundation Stage curriculum. Children are provided with a variety of activities and opportunities to learn through play. However, there are some missed opportunities to extend children's learning and the organisation of group times does not allow all children to participate fully. Procedures for managing children's behaviour are age appropriate. Some planning is in place, although it is not linked to the early learning goals and activities are not regularly evaluated. Systems are in place to carry out assessments and these are used to help to move children forward at a pace suitable to themselves.

Leadership and management are generally good. There is a clear management structure in place and procedures to deputise are effective. Management and staff are willing to learn and move forward in order to enable them to provide a good standard of education and learning for the children.

Partnership with parents is generally good and parents are encouraged to be involved in the group. There are however, limited procedures in place to include parents in their children's learning or to inform them of the Foundation Stage curriculum and the areas of learning. Information about the setting is available to parents and they are informed of their child's progress through daily feedback.

What is being done well?

- Children are confident speakers and listeners and readily communicate with adults and their peers. They use a variety of language to describe real and imagined situations and for fun. Children enjoy looking at books and listening to stories. They join in their favourite stories with excitement and vigour.
- Children have regular opportunities to explore and investigate. They enjoy learning about the natural world and regularly look at how things grow and change through regular walks in the local countryside.
- Children can confidently use a range of small and large equipment. They have access to a range of activities to help promote physical well being and are able to use them in a variety of ways.
- There are good procedures in place for identifying and monitoring special needs. Staff work with outside agencies to ensure that children are integrated into all activities.

What needs to be improved?

- opportunities for children to access activities to promote imaginative play, mark making, simple addition and subtraction and to develop concentration and sharing skills
- staff's awareness of The Foundation Stage curriculum to enable them to plan and evaluate activities
- parents' involvement in their children's learning and procedures to inform them of the Foundation Stage curriculum and the areas of learning.

What has improved since the last inspection?

At the last inspection the setting agreed to develop children's records to reflect progression in the six areas of learning; implement a more structured exchange of information with parents to inform them of their child's attainment and progress; give greater emphasis to the discovery of rhyme; and develop the special needs policy to identify and assess children who have special educational needs.

Progress since the last inspection has been generally good. Regular assessments are carried out on the children in all areas of learning and these are used to help to move children forward. The special needs policy has been developed. Staff have a good awareness of special needs and children with special needs are fully integrated into activities. Children regularly learn about simple rhyming words during reading and circle activities. Parents are still not regularly informed of their children's progress or of the Foundation Stage curriculum and this is a key issue from this inspection.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Most children are interested, motivated to learn and participate in activities. They form good relationships, are sensitive to each others needs although this is not always extended to encourage them to share and take turns. They can work as part of a group to complete tasks or independently alongside their peers. They are developing a sense of independence and are becoming aware of their own needs.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident speakers and use language to express ideas and feelings and for fun. They are beginning to recognise and identify their names and to recognise the order the letters are in. They are starting to form recognisable letters although mark making is not always extended during activities or for younger children. They enjoy looking at books and participate in their favourite stories with excitement and vigour.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are beginning to show an interest in numbers and counting and can count and use number in everyday situations. They can recognise and match simple shapes and are beginning to use mathematical language to compare size and shape. Understanding of addition and subtraction through practical activities is limited and is not always extended.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children explore and learn about their local environment and the wider world. They learn about the natural world and regularly go on outings to explore their local environment. They are developing an understanding of peoples different cultures and beliefs through a variety of activities such as celebrating festivals, tasting food from around the world and using different utensils. They enjoy designing and making objects from a variety of materials including junk, tyres and pipes.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children practise their physical skills daily and are able to move and use equipment in a variety of ways. They can pedal, jump, crawl, run, throw and balance using a range of large and small equipment. Most children show a good awareness of space and are able to move with control and co-ordination weaving around obstacles.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children enjoy exploring different media and materials, have access to a range of materials to develop their creative skills and can describe their experiences using a variety of language. They explore making sounds with different instruments, enjoy making and playing music and join in with familiar songs throughout the session. They are beginning to play imaginatively although activities are not always provided to encourage this.

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

- provide children with activities to enable them to access imaginative play; mark making; simple addition and subtraction; and to develop concentration and sharing skills
- raise staff's awareness of the Foundation Stage curriculum in order for them to plan and evaluate a range of activities to ensure that children are working towards the early learning goals
- provide opportunities for parents to be involved in their children's learning and ensure that parents are aware of the Foundation Stage curriculum, the areas of learning and of their children's attainments and progress.

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.