



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 122501

DfES Number: 548325

INSPECTION DETAILS

Inspection Date 22/01/2004
Inspector Name Christine Goode

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Sparrows Pre-School
Setting Address Sparrow Farm Road
Epsom
Surrey
KT17 2LW

REGISTERED PROVIDER DETAILS

Name The Committee of Sparrows Pre-School

ORGANISATION DETAILS

Name Sparrows Pre-School
Address Sparrow Farm Road
Epsom
Surrey
KT17 2LW

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

Sparrows Pre-School opened in 1991. It offers sessional care for 26 children aged two and a half to five years.

The group is open Monday to Friday between 09:15 and 11:45 and 12:30 to 14:45 during term time only. Currently 68 children attend the pre-school. They come from the local area of Stoneleigh and Worcester Park. Children attend on a part time basis only. Older children attend the morning and younger children the afternoon sessions. A small number of the children speak English as an additional language and have special educational needs. There are 45 children who receive funding for nursery education; 21 are aged three and 24 are four year olds.

The pre-school is based in a large outside classroom in the grounds of Stoneleigh First School in Stoneleigh. All children use the main classroom and creative area as well as small group work for older children in an additional small room. All children share access to a small, secure outdoor play area.

10 staff work on a part time basis at the pre-school. A minimum of four staff are on duty during each session. All staff hold, or are working towards either the Diploma in Nursery Nursing(NNEB) Diploma in Playgroup Practice (DPP) or the National Vocational Qualification (NVQ): Early Years Care and Education level 1 or 3. The staff have developed a good working relationship with the school. They receive support from a Pre-school Learning Alliance fieldworker and from the advisory teacher from the Surrey Early Years Development and Childcare Partnership.(EYDCP)

How good is the Day Care?

Sparrows Pre-school provides a good standard of care for children. Most aspects of the provision are well organised and effective use is made of the staff, space and resources to ensure that all children are well cared for. Staff are helped by an agreed set policies and procedures which most understand and consistently implement. Staff are well aware of children's safety outdoors and on outings.

However, some aspects inside require further attention. Children's dietary and health needs are taken into consideration. There are a few children with special needs attending. Their individual needs are taken into consideration and they well integrated into the group.

There is no key worker system. in place. However, staff have established good relationships with children and their parents. Staff are using the Surrey profiles for the assessment to record older children's development which will be shared with parents. Younger children's progress is recorded through observations. Children are grouped effectively to meet individual needs and promote educational opportunities. Children enjoy consistent routines for playing and clear boundaries are set for behaviour which children respond to well. Behaviour is good. The staff work well as a team and plan a range of stimulating practical activities both indoors and outside which encourage children to make choices and learn. There is an induction procedure in place to help new staff. Appraisals enable the manager to regularly monitor and evaluate staff and help identify training needs.

There is a good partnership with parents and carers. They are kept well informed about the group through newsletters, notice board and the welcome pack of information. Daily informal contact with staff is made. However, there is insufficient opportunity given to fully discuss children's progress. The policies, procedures and the complaints procedure are made accessible to parents.

What has improved since the last inspection?

Not applicable

What is being done well?

- Staff give good attention to meeting children's individual needs. They plan a wide range of activities which stimulate children's interest in the world about them.
- Staff work well as a team they support each other and meet weekly to discuss and plan out future activities.
- Children are grouped effectively. Older children attend the morning session and younger children the afternoon. This enables both younger and older children's individual needs to be met appropriately.
- Behaviour is managed well. Staff are consistent in their approach and give children praise and encouragement. Behaviour is good.

What needs to be improved?

- Information for parents regarding children's progress.
- Risk assessment to include a procedure regarding the oven in the kitchen/creative area.
- Ensure that the central heating radiators are made safe

- Review the fire procedures to include the new room.

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
4	Ensure that the central heating radiators are made safe.
6	Undertake a written risk assessment that includes a written procedure for the use of the oven,
6	Review the fire procedures to include the new room.
12	Provide opportunities for parents to receive regular information about their children's progress.

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 Sparrows Pre-School is very good. It enables children to make good progress towards the early learning goals. Although there are some minor weaknesses in the programmes for communication, language and literacy and mathematics.

The quality of teaching is very good. Staff plan a wide range of stimulating practical activities which capture the children's imagination. Grouping is effective ensuring that all children access all of the activities. Both younger and older children's individual development is reflected in the programme. Resources are of good quality and organised very well to encourage children to make choices and learn. Staff are skilled at developing children's language. They encourage them to find out things, ask questions and talk about what they are doing. Free play activities for funded children are presented in an enthusiastic and lively manner, but some minor weaknesses particularly in aspects of literacy and mathematics. Staff observe and make notes of children's learning in the each of the six areas of learning. This enables senior staff to use assessment to target individual needs and to plan out the next steps in children's learning which is shared with parents.

The leadership and management of the group is very good. The supervisor has been effective in developing a committed staff who have a collaborative approach to all aspects of their work. They work effectively as a team. There is an appraisal system in place that monitors and evaluate the quality of teaching.

The partnership with parents and carers is good. Parents spend time talking informally to staff about their children and are well informed of forthcoming events at the pre-school. There are parent mornings organised by the supervisor which help parents to support their child's learning at home.

What is being done well?

- Children's personal, social and emotional development is very good. They are confident and very eager to learn. Clear and consistent boundaries are established and support children in developing positive behaviour. Behaviour is exemplary.
- Grouping of children is effective enabling both younger and older children's needs to be met including those with special educational needs.
- Staff work very effectively as a team. They met regularly and plan out activities.
- Regular children's assessments is helping to plan out their next steps in learning.

What needs to be improved?

- opportunity to explore mathematical calculation through practical play, rhymes and routines for older and younger children
- promote children's interest in using the cosy book corner more regularly.

What has improved since the last inspection?

The provider was asked to introduce a stronger systematic focus on introducing letters and letter sounds and to integrate some practical activities and focused teaching sessions which promotes children's early ideas of adding and subtraction. The group have worked well to improve the quality and added a sound table and discussion about letters and their sounds. Children are well aware of letters and their sounds and opportunities are provided for them to explore the letters at the writing table. A mathematics area has been introduced providing good opportunities for children to develop their mathematical understanding. However, there is still insufficient opportunity for children to explore adding and subtraction in practical play and routines. This remains an issue for this inspection.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Both younger and older children's confidence and self esteem are built up by staff who are sensitive to their needs and know them well. They are encouraged to be independent and concentrate on tasks and sit quietly when appropriate. They select activities from available resources and are learning to take care of their personal needs. They share and take turns and are beginning to understand right from wrong. Children's behaviour is exemplary.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Both younger and older children are keen to communicate with staff through talk and gesture. They listen intently to stories. However, they rarely use the cosy book corner to enjoy books. They are encouraged to notice print, listen to the sounds of letters and words and use the sound table. Children recognise their names and older children are beginning to write these correctly whilst younger children enjoy mark making opportunities in a variety of different ways at the writing table.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

All children are learning to count to 10 and beyond. Older children are aware of the order of numbers both forward and back and use the number line successfully. They recognise, shapes, colours and are able to compare big and small, short and long. Children explore volume and capacity through their play activities. However, practical play situations, routines and finger rhymes are not sufficiently exploited to extend children's understanding of adding and taking away.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Well planned science activities help children to notice changes that occur, for example, discussing the weather and working with magnets. They are encouraged to become familiar with their local surrounding. There were good chances to enjoy Chinese New Year through a variety of activities. They have opportunities to make models from construction and select assemble and join together materials. There are good opportunities to explore technology using a variety of programmable toys.

PHYSICAL DEVELOPMENT

Judgement: Very Good

All children are given regular opportunities to develop their skills as they confidently balance, crawl and jump. Staff are on hand to give support and encourage new skills such as helping children to manage the balance form safely. All children are aware of their bodies and the space they have to move around in. Both younger and older children learn to handle scissors, pencils and paintbrushes with increasing control.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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All children participate enthusiastically, they draw freely and use a variety of creative materials including paints and crayons. Children enjoy the role play corner where they made pizzas with creative materials which they sold in their shop. The pizza they made and cooked was tasted and enjoyed at snack time. There is planned weekly music sessions and opportunity to explore instruments. Children sing songs, music and movement and enjoy using their voices.

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:

- opportunity to explore mathematical calculation through practical play, rhymes and routines for older and younger children;
- promote children's interest in using the cosy book corner more regularly.

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.