



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 119472

DfES Number: 519200

INSPECTION DETAILS

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| Inspection Date | 19/01/2004 |
| Inspector Name | Susan Elizabeth Warren |

SETTING DETAILS

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| Day Care Type | Sessional Day Care |
| Setting Name | Earls Hall Pre School |
| Setting Address | 120 Hobbeythick Lane Westcliff-on-Sea Essex SS0 0RJ |

REGISTERED PROVIDER DETAILS

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|------|--------------------|
| Name | Mrs Carole Everett |
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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

Earls Hall Pre-School opened in 1969. It operates from three rooms in a church hall attached to Earls Hall Baptist Church in Westcliff on Sea, Essex. The pre-school serves the local area.

There are currently thirty eight children from two to five years on roll. This includes nineteen funded three year olds and fourteen funded four year olds. Children attend for a variety of sessions. The setting supports children who have special needs and those who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 09:15 until 11:45. Additionally there is an afternoon session on Monday from 12:30 until 15:00 for pre- school children.

Eight staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. One member of staff is currently working towards a recognised early years qualification. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Earls Hall Pre School provides a good care for children. All aspects of the setting are well organised; the sessions are extremely well resourced and carefully planned. Good use is made of the premises and staff are fortunate in having use of three separate areas. Supporting paperwork and documentation is in place and records are confidentially stored.

The children are safe and well cared for. Staff are aware of their responsibilities in regard to safety, including fire safety. One aspect of hygiene needs reviewing to prevent the spread of infection. Children with special needs or who need additional support to develop language skills are very well supported to make good progress. All children are included and their individual needs recognised.

Activities are well planned to provide a stimulating session promoting development in all areas. One aspect of resourcing, relating to equal opportunities, needs reviewing. Children enjoy free play for part of every session, as well as more structured time during the afternoon pre-school session which focuses on literacy skills, for those showing readiness, among other activities. Behaviour is very good in response to staff's high expectations.

The partnership with parents is very effective; parents are warmly greeted and have opportunities to chat informally each day. The parents' noticeboards contain useful information about events and activities at the group as well as health issues and other items of interest. A newsletter ensures parents are kept up to date with topics, staff news etc.

What has improved since the last inspection?

At the last inspection the group was asked to ensure that the first aid box contents are up to date; this has been done. The group were asked to send a copy of the current insurance certificate to the regional centre for checking; this was done. Staff records needed to include evidence of vetting; records are now complete. The group was asked to seek written parental consent for emergency medical advice or treatment; this is now in place. The group was asked to record fire drills; these are now logged but have not been as frequent as needed, i.e. once every half term. Finally, the group was asked to make low level glazing safe for children; this has been done.

As a result of these actions children's welfare and safety are improved.

What is being done well?

- The sessions are extremely well planned; they include a wide range of well thought out and well resourced play opportunities which contribute to children's all round development and progress.
- The thorough and detailed observations of children by staff are used to complete the children's developmental records; these in turn are used to plan the next stages of learning.
- Excellent support for children with special educational needs, and those learning English as an additional language, is in place. The staff work closely with parents and outside professionals to set up programmes which ensure children are included in all aspects of the group and are helped to make good progress.
- Staff have high expectations for children's behaviour; praise and encouragement are freely used to boost self esteem and promote values of sharing, co-operation and ideas of right and wrong, to which children respond positively.
- Parents are given very good information about all aspects of the provision including the curriculum, topics, events and activities. A newsletter keeps them up to date with developments and encourages participation, enabling

parents to be involved with the children's learning.

What needs to be improved?

- One aspect of hygiene relating to handwashing
- Resources for one aspect of equal opportunities relating to persons with disabilities

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 |
|-----|---|
| 7 | Review handwashing procedures to minimise the risk of spread of infection. |
| 9 | Extend the range of resources to include images and items reflecting positive views of persons with disabilities. |

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 Earls Hall Pre-School is very good. Children make very good progress towards the early learning goals in all areas of development.

The quality of teaching is very good. Staff have a sound knowledge of the foundation stage and a good understanding of how children learn. They plan and deliver a full programme of activities to stimulate and challenge children; encouraging them to make good all round progress. Careful observations are made of individual children as they play; information gained is used to plan the next stages of learning. Excellent support is in place for children learning English as an additional language and those with special needs. Staff work well as a team with defined roles helping the sessions run smoothly; staff make good use of time and work directly with children for most of the session. Staff interaction with children is based on speaking clearly and ensuring they have children's attention. They use extended vocabulary, introducing children to new words via the topics. Praise and encouragement forms the basis of the positive behaviour management strategy; this has positive benefits as the children respond well. Staff are sensitive to individual children's needs; those not wishing to participate are offered alternative activities.

Leadership and management is very good. There is a strong partnership between staff and the committee, sharing responsibility for administration and monitoring of all aspects of the group. Staff in training feel well supported and there is a commitment to raising standards by keeping up with changes and innovations. The supervisor recognises and makes full use of staff's individual talents and skills to contribute to the team from planning to evaluation.

Partnership with parents is very good. The prospectus and newsletter provide exceptionally good information about the group, activities and events. Parents are encouraged to be involved with their child's learning.

What is being done well?

- The programme for personal, social and emotional development is very good. Children are valued as individuals and given time to complete activities without pressure. They understand routines and co-operate to tidy up at changeover time.
- The programme for creative development is wide ranging. Children have exciting and varied role play opportunities supported by excellent resources such as dressing up clothes and props encouraging imaginative development. They have free use of paint, collage materials, modelling materials, glue, scissors etc to allow them to express their ideas, thoughts and feelings. Music is used to good effect to support topic work and stimulate interest.

- Physical sessions offer opportunities to move in a safe and imaginative way with increasing control and confidence, using the equipment provided. Children are aware of basic hygiene routines and ways to stay healthy; drinks are encouraged at any time as needed.
- The programme for communication, language and literacy includes excellent teaching of letter sounds and how these link to form words. Children learn to recognise and write letters, beginning with their own name. Fun activities introduce the concepts of initial and end sounds; free use of mark making materials encourages children to experiment with emergent writing as they play.
- Support for children with additional needs, such as learning English as an additional language or with identified special needs, are given excellent support enabling them to make very good progress. Staff work with parents and outside professionals to develop programmes tailored to the children's needs and stages of development. Meticulous observations are used to assess progress and thereby plan the next stages.

What needs to be improved?

- Opportunities to record findings in the areas of knowledge and understanding of the world and mathematics

What has improved since the last inspection?

Progress since the last inspection has been very good. There was one point for consideration arising concerning identifying staff training needs.

There is now an action plan in place identifying staff training needs and setting out timescales for completion. Regular appraisal informs the plan over time. As a result the team is strong and very supportive for staff undertaking training courses.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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| Judgement: | Very Good |
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Children are able to persevere and complete tasks, especially self chosen tasks. They are confident and eager to try new activities. Children form good relationships with staff and other children, chatting happily about what they are doing as they play and work. Children develop independence as they choose activities; they attend to their own basic hygiene needs without adult help. Children learn about traditional and world cultures and beliefs as they celebrate festivals throughout the year.

COMMUNICATION, LANGUAGE AND LITERACY

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| Judgement: | Very Good |
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Speaking and listening skills are developed at circle time and as children use a tape recorder. They use language as they discuss both real and imaginary events. They respond to stories and rhymes enthusiastically, pointing out features of interest. High quality resources and imaginative teaching methods encourage recognition of letters and sounds; children write simple words and use emergent writing as they role play. The book corner stimulates use of books both for information and pleasure.

MATHEMATICAL DEVELOPMENT

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| Judgement: | Very Good |
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All areas of mathematical development are integrated through both planned activities and incidentally within the session. Children recognise numerals and use numbers in everyday contexts; they count up and down in rhymes and songs. Simple calculation is introduced during practical activities. Shape, colour and pattern occur in many areas such as junk modelling, construction play, puzzles and dough; children begin to use some mathematical language such as big, small, more and heavy as they play.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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| Judgement: | Very Good |
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Children learn how to care for living things as they study life cycles of butterflies and plants. They investigate properties of materials such as ice and clay. They design and construct models from a range of resources and kits. Technology is fun as programmable toys teach direction and controlled movement. Past and present events are discussed as children talk about their homes and families. A strong sense of community is fostered by links with the church and local places of interest.

PHYSICAL DEVELOPMENT

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| Judgement: | Very Good |
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Activities promote all round development as children use wheeled toys to move around, as well as assault courses and tracks with balancing, climbing, jumping etc. They can find a space in the circle or form a line when asked to make a train. Health and bodily awareness is taught through topics; children note changes to their bodies over time and during/after exertion. Fine motor skills are developed through use of tools and mark making equipment, or when playing with sand and water or cooking.

CREATIVE DEVELOPMENT

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| Judgement: | Very Good |
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Excellent resources encourage free exploration of colour, texture, shape and form as children paint, collage, print, model and mix colours. They enjoy sounds as they listen, clap and sing, exploring rhythm and pitch, using instruments to make music. Imaginative play is a strength of the group with wonderful small world play and role play facilities. Children develop use of all their senses as they respond to stimuli when cooking, playing with materials, looking in the mirror, and sing and dance.

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:
- Extend opportunities for children to record and display their findings in a variety of different ways when investigating objects and materials or living things, for those who show readiness or understanding. For example, introducing the concepts of charts/block graphs or sets.

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.