



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 206134

DfES Number: 582810

INSPECTION DETAILS

Inspection Date 09/09/2003
Inspector Name Helen Eaves

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name King George V Pre-School
Setting Address The Scout Headquarters
Brayfield Road
Littleover
Derby
DE23 6GT

REGISTERED PROVIDER DETAILS

Name King George V Pre-School 1037321

ORGANISATION DETAILS

Name King George V Pre-School
Address The Scout Headquarters Brayfield Road
Littleover
Derby
Derbyshire
DE23 6GT

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

King George V Pre-school opened in 1987. It operates from The Scout Headquarters in Littleover, Derby. The group serves the local area.

The Pre-school is registered to provide care for 24 children aged between 2 to 5 years. There are currently 51 children from 2 and a half to 5 years on roll. This includes 25 funded three year olds and 10 funded four year olds. Children attend a variety of sessions. The provision welcome and supports children with special needs and children who speak English as an additional language.

The group opens four and a half days a week during school term times and several sessions during the summer holidays. This does not include Public Bank Holidays. Sessions are from 09:15 to 11:45 and 12:45 to 15:15.

Six part and full time staff work with the children. Two have recognised early years qualifications. Four staff are currently on training programmes. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP). The Pre-school is a member of the Pre-school Learning Alliance and activities are aimed towards the Early Learning Goals.

How good is the Day Care?

King George V Pre-school provides good quality care for children.

Staff create a very warm and welcoming environment which helps children to feel happy and settled. Good use is made of space and resources and most staff deployment is effective. There are effective procedures in place, which are applied by all staff.

Staff work well to ensure children are safe both inside and outside the setting and have a good awareness of how to avoid potential dangers. Staff are active in promoting good health and hygiene. Children's individual dietary requirements are met. There are clear child protection procedures in place.

Children and staff have very good interaction. Staff engage in children's play and conversation, assisting or extending activities where appropriate. Clear assessments are completed and are used to help with planning in order to promote children's development. A good range of age appropriate toys and activities are available. Children are praised and encouraged for positive behaviour.

Parents and staff have established very good relationships. Parents receive good quality information about their children, the provision and it's policies. Children are cared for in accordance with parents wishes and there are good opportunities to talk to staff on a regular basis.

What has improved since the last inspection?

All previous actions have now been met. Children are able to have access to fresh drinking water at all times. Appropriate arrangements for children attending with packed lunches are in place. Advice regarding fire logs and certificates has been obtained. Appropriate procedures for new staff have been under taken. Agreements with parents are in place for any children in nappies. A record of any significant incidents is now kept.

What is being done well?

- Children show great enjoyment during play. They are interested and engaged in a broad range of age appropriate activities which help make progress in all areas of their development. All staff have very good interaction with all children, join in with activities, encourage play, extend activities to provide more challenge and enjoyment. Adults are interested in what children say, they listen and ask question's to encourage children to think.
- Staff create an environment which is very warm and welcoming to children and parents. Play areas are large enough to give scope for free movement and well spread out activities. Space is well organised to meet children's needs and areas are utilised effectively for their purpose.
- Parents and staff have established very good relationships and children are looked after according to parents wishes. Important documentation is made available to parents and information is shared verbally on a regular basis.

An aspect of outstanding practice:

Children have excellent opportunities to extend their play and imagination in the travel agent and hot air balloon role play area. Staff extend the experiences of children through this activity in a enthusiastic way. This promotes their development, learning and interaction with each other which is evident in children's enjoyment and excitement.

What needs to be improved?

- the deployment of staff with children who are not involved in the preparation of snack-time.

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
8	review arrangements for the deployment of staff with children who are not involved in the preparation of snack-time.

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

How effective is the nursery education?

The children are making very good progress in all six areas of learning. Staff are very committed to enhancing children's progress. The staff have worked hard to create an exciting environment which captures children's interest. The playgroup have developed plans which link directly to the six areas of learning. All staff are responsible for monitoring the children's progress. This information is used to set specific targets for individual children.

The quality of teaching is very good. Staff are very responsive to children's individual needs, they are warm, caring and approachable. The staff are all deployed to work directly with the children. Staff use every opportunity to support children's learning at planned activities and as situations naturally occur. They encourage children to be involved in all aspects of the session, for example preparing snacks and tidying up. The playgroup have developed close links with the local community, for example with local farmers, and have taken part in community competitions. Children's behaviour is excellent, staff provide excellent role models to the children. They are calm, patient and support the children in exploring effective solutions to problems or disagreements. Children learn to value and respect one another's individuality.

The leadership and management is very good. Staff work very effectively as a team, all staff have a clear understanding of their roles and responsibilities. Equally all actively contribute to the continual evaluation and development of the playgroup. Evaluations are not formally recorded in detail.

The partnership with parents is very good. Staff actively create opportunities to share children's progress with parents and parents are able to contribute to their child's developmental assessment. Parents have made very positive comments regarding the playgroup and staff, for example the excellent range of resources and the friendly atmosphere.

What is being done well?

- The staffs' clear understanding of the early learning goals leads to well planned activities which capture the children's imagination and sustain children's efforts.
- An excellent range of activities and competent teaching ensures that children are making very good progress in all 6 areas of learning.
- Children are developing an understanding of, and respect for, others beliefs. This is achieved by the staffs' excellent role models and warm, caring response to children's individual needs.
- The staffs' commitment to supporting children's learning is reflected in their ability to utilise both planned and unplanned events to support this and their continued enthusiasm for the ongoing development of the playgroup.

- Staff have developed close links with the community which they utilise to enhance and extend childrens experiences.

What needs to be improved?

- written detailed evaluation of activities focusing on the learning outcomes for children.

What has improved since the last inspection?

The playgroup have made very good progress since the last inspection. Children are encouraged to explore in small groups, or individually, association with words and sound patterns within rhymes and syllables and letters and words. Parents are well informed regarding the early learning goals and the planning cycle. They are encouraged to contribute to their child's developmental. Planning now includes specific learning outcomes, in the long mid and short term planning, with each early learning goal consistently covered.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy and eager to learn their interest is sustained by an exciting range of resources. Children have formed trusting relationships with the staff and their friends. Children's behaviour is excellent, they are aware that they need to adhere to certain codes of behaviour. Staff provide excellent role models, they support children in finding fair and practical solutions to any disagreements. Children have good self-help skills which they frequently practice at a range of activities.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident in communicating their thoughts and experiences. They understand that print carries meaning and books are read left to right. They are gaining confidence in using books to locate information. Children are provided with many opportunities to practice their emergent writing. Four year olds are beginning to recognise initial sounds in words and link the sounds to different letters. Staff provide a wealth of new vocabulary which children are beginning to use.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children have many opportunities to practice counting and numeral recognition. Most 4 year olds can count 1-10 and recognise numerals 1-10 and beyond. Children are eager to solve simple mathematical problems, with most 4 year olds starting to understand and use simple addition and subtraction of two numbers. Children use mathematical language to compare size and shape. They have many opportunities to weigh and measure whilst cooking.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are able to design and construct, they use simple tools to accomplish this task. Children explore their own community and take an active part in its development, for example entering the Derby in bloom competition, or by supporting local farmers. Children are keen to recall and discuss their own past experiences and are interested in those of their peers and staff. There is a wealth of opportunities for children to find out about their own culture and the beliefs and views of others.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently, they access a wide range of small and large physical play resources. They are aware of how to move safely and are considerate to others, allowing them space to move and play. Children experiment with new equipment and challenges with enthusiasm and confidence, as a result of staff support, encouragement and motivation.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children attend a weekly movement session where they match movement to sounds and music. They have learnt an extensive repertoire of songs which is continually extended. Children use a range of creative materials for example paints and collage. They continually learn new skills and techniques as part of the planned curriculum. Children engage in role play with enthusiasm. They introduce their own story which they act out in small groups, both with staff support and with their own peers.

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:

- No key issues were identified at this inspection.

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.