



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 306446

DfES Number: 516894

INSPECTION DETAILS

Inspection Date 28/02/2005
Inspector Name Elaine Murray

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name The Oval Pre-School
Setting Address The Oval
Wallasey
Merseyside
CH45 6UX

REGISTERED PROVIDER DETAILS

Name

ORGANISATION DETAILS

Name The Oval Pre-School
Address The Oval Pre-School
The Oval
Wallasey
Merseyside
CH45 6UX

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

The Oval Pre School was established in 1995. It is a privately funded group, managed by the proprietor Heather Williams. It is situated in the town of Wallasey. A maximum of 25 children may attend the pre school at any one time. The children attending live in the area. The pre school is open each week day from 08:45 to 11:45 and from 12:45 to 15:15. Children have access to a secure outdoor play area.

There are currently 50 children aged from 2 to under 5 years on roll. Of these 34 receive funding for nursery education. The pre school employs 8 staff, 4 of these hold appropriate early years qualifications and one member is working towards a qualification.

How good is the Day Care?

The Oval Pre School provides satisfactory care for children.

Staff provide an attractive, welcoming environment for children. There is a suitable range of toys and equipment which staff use well to develop learning. The space available is used effectively to meet children's needs. The person in charge and several staff have relevant qualifications in child care which has a positive effect on the quality of care provided. Records are stored confidentially. There is no statement of the procedure to be followed in a child in uncollected. The registration system does not show when staff are present.

Staff are aware of safety issues and take effective measures to ensure children's safety. Most staff have undertaken recent first aid training to enable them to have up to date information. Staff provide healthy and nutritious snacks. All children are included in all activities. Staff do not sufficiently acknowledge and value children's differences in culture or language. The special needs coordinator and some other staff have undertaken recent courses to ensure they have appropriate knowledge and expertise to cater for any children with special needs who may attend the pre school. Staff have a good awareness of child protection issues. The child protection policy is not shared with parents.

Staff provide a broad range of interesting, practical activities for children. Children are able to explore and make decisions. They appear happy in their play. Staff have good relationships with the children. They use positive strategies to encourage good behaviour. The children generally behave well.

Staff have built positive relationships with parents and provide a welcoming environment. Parents are welcomed to the group and are informed about their children's progress.

What has improved since the last inspection?

At the last inspection there were four actions raised. These required the setting to ensure that clearance letters were obtained for all staff, write a policy to ensure that children are protected from the effects of smoking, and adapt the behaviour policy and complaints procedure. All of the actions have been met with positive effect on the quality of care for children.

What is being done well?

- Staff have positive, warm relationships with children. Children appear happy in their care.
- Staff create a welcoming environment for children. Many resources are put out for the children each day. There are attractive and colourful displays of the children's own work.
- Staff provide a range of interesting, practical activities for children which develop learning well. Staff plan activities relating to topics which cover the six areas of learning. There are many, varied craft activities and sensory play experiences.
- Staff provide a safe environment for children. They are aware of safety issues and make regular checks of the premises. Children are supervised at all times.
- There are effective arrangements in place for administering first aid. Most staff hold up to date first aid qualifications.

What needs to be improved?

- the statement of procedure to be followed if a parent fails to collect a child
- registration procedures to show when staff are present
- methods for ensuring that differences in children's culture and language are valued and acknowledged
- methods for sharing the child protection policy with parents

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 since April 2004.

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
2	provide a written statement of the procedures to be followed should a parent fail to collect a child	14/03/2005
2	adapt registration arrangements to show when staff are present	14/03/2005

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
9	ensure that children's differences are acknowledged and valued
13	ensure that the child protection policy is shared with parents

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

How effective is the nursery education?

The overall quality of nursery education at the Oval Pre School is good. Children make very good progress towards the early learning goals in mathematical development, physical development and creative development. They make generally good progress in personal, social and emotional development, communication language and literacy and knowledge and understanding of the world.

The quality of teaching is good overall. Staff have generally good knowledge of the early learning goals and this is reflected in the range of varied and interesting practical activities provided. Planned activities effectively cover all areas with the exception of sufficient chances for children to write for a purpose, develop a sense of time and an awareness of their immediate environment. Staff make good use of praise to effectively build children's self confidence. They have positive relationships with the children. Staff support children well to complete activities. They adapt plans and questioning to cater for different ages and abilities. Staff make good use of a separate quiet room to provide focussed teaching. However, frequent staff deployment in one to one copy writing and letter formation activities limits chances for learning in other areas and does not sustain children's interest and motivation.

The leadership and management of the pre school is generally good. Staff are clear about their roles. They work well together to teach. The present system for monitoring planning does not identify areas for improvement or ensure a balance of activities is provided.

The partnership with parents and carers is generally good. Parents are well informed about their children's progress through regular chances to see their child's assessments and work folders. They are encouraged to share what they know about their child.

What is being done well?

- Staff have positive, warm relationships with the children. They make good use of praise to effectively build children's confidence and self esteem.
- Staff plan interesting, practical activities to develop learning. Craft activities are used well to promote learning in other areas such as shape recognition and observing pattern.
- Staff support children well to complete activities. They adapt plans and questioning to cater for different ages and abilities. An activity counting 'candles' on play birthday cakes was adapted according to children's ability, with older and more able children encouraged to think how many more they needed.
- Children are making very good progress in all aspects of mathematical development. Staff promote skills through planned activities and through

good use of every day chances to develop learning.

What needs to be improved?

- planning to include more chances for children to write or make marks for a purpose, develop a sense of time and an awareness of their immediate environment
- staff deployment to ensure that emphasis on individual copy writing activities does not limit other opportunities to develop learning, and that children's interest is sustained.
- the monitoring of planning to ensure that gaps are identified and a balance of activities is provided

What has improved since the last inspection?

The pre school has made very good progress in meeting the key issue identified at the previous inspection. This required the pre school to improve the organisation of large group times with three year old children to make it more meaningful and effective. Staff have changed large group time to make it shorter and more appropriate for three year old children. This has had a positive effect on children's learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children show increasing confidence as they select their own activities or choose to talk to the group. They concentrate well on construction activities. Children co operate well together in role play. They demonstrate a good level of personal independence as they put on coats and help to give out snacks. Children generally behave well. They show interest and enjoyment in most activities, but at times their motivation and interest is not sustained.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are effectively learning to express their thoughts clearly as they share their news and ideas. They listen attentively to stories and instructions. Children show a good understanding of the 'Very Hungry Caterpillar' story as they join in and select the correct props. Older and more able children are learning to link sounds and letters. Children learn to write their names and show increasing pencil control. There are limited chances for children to write or make marks for a purpose.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children show proficiency in counting up to ten as they count 'candles' on play birthday cakes. Older and more able children are learning to solve simple problems such as how many more shape outlines they need to complete in a craft activity. Children are becoming confident to recognise shapes. They are learning to use mathematical language as they talk about 'big' and 'small' sandcastles. Children learn to recognise and copy repeating patterns.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are learning to investigate different materials as they explore compost and driftwood. They observe change as they plant and grow seeds and make pastry. Children are effectively learning to build with different materials such as boxes and construction sets. They have insufficient chances to develop a sense of time or awareness of their immediate environment. Children are able to use a computer to support their learning.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move with confidence and show a good awareness of space as they move around the indoor rooms. They demonstrate good level of proficiency as they use scissors and hold writing implements. Children are developing skills using a range of equipment and wheeled toys. Children are developing a good awareness of the importance of keeping healthy through topic work and discussion.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children learn to explore colour and texture in a variety of ways. They mix paint colours and explore shaving foam and sand mixed with paint. Children express their own ideas in painting, drawing and modelling. They show imagination in the role play kitchen as they prepare meals for each other. Children use range of instruments to explore sound and are familiar with a range of songs.

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

- improve planning to include more chances for children to write or make marks for a purpose, develop a sense of time and an awareness of their immediate environment
- review staff deployment to ensure that emphasis on individual copy writing activities does not limit other opportunities to develop learning, and that children's interest is sustained.
- improve the monitoring of planning to ensure that gaps are identified and a balance of activities is provided

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.