



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 120294

DfES Number: 548261

INSPECTION DETAILS

Inspection Date 19/10/2004
Inspector Name Christine Goode

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Towntree Pre-School
Setting Address Methodist Church Hall
 Saxon Road
 Ashford
 Surrey
 TW15 1QL

REGISTERED PROVIDER DETAILS

Name Mrs Anne-Marie Nicholson

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

Towntree Pre-School was established in 2000. It offers sessional day care places for 26 children aged 2 years to 5 years. The pre-school is based in the Methodist Church Hall, a red brick building. The group have use of a large hall and a smaller room with kitchen and toilets attached. They have direct access to an enclosed garden for outside play. The group is privately run.

The pre-school is open term time only on Mondays to Fridays from 09:15 to 12:15. Currently 31 children attend throughout the week on a full or part-time basis. The children come from the local community, mostly from the Ashford area. There are no children attending who speak English as an additional language and a small number of children with special educational needs. At present 12 children receive funding for nursery education. There are nine three-year-olds and three four-year-olds attending.

Five staff work at the pre-school each day on a full or part time basis. Three hold the National Vocational Qualification in Childcare and Education NVQ 3. Two are unqualified although working towards a NVQ 3.

Most staff hold current first aid certificates. Staff receive support from the Early Years advisory teacher from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Towntree Pre-School provides a good standard of care for children. Most aspects of the provision are well organised and appropriate 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 of policies and procedures which most understand and implement. There is an operational plan and all regulation documentation is in place. However, there is no system in place for registering visitors.

Staff are vigilant about children's safety inside and in the garden. However, staff are less secure in undertaking procedures for risk assessment. Staff are well aware of children's health and hygiene needs and individual dietary requirements. Fresh water is readily available for children to access. There is a key worker system in place which enables staff to establish good relationships with children. Staff are sensitive to children's needs and provide a calm, caring atmosphere which helps children feel safe and secure. Children with special needs are welcomed and fully supported. Staff provide for children's individual needs. Staff have an understanding of child protection and keeping children safe.

Staff make notes about children's development which is shared with parents. They plan together a range of worthwhile activities. Children enjoy consistent routines for activities, snack time and tidying away toys. Staff praise and encourage them and support good behaviour. There are opportunities for children to work in small structured group activities and for them to initiate their own play.

There is a good partnership with parents and carers. There is informal daily contact with staff and opportunities for parents to discuss their child's progress. There is a parents' notice board with information about the group. Policies, procedures and the complaints procedure are made accessible to parents. However, written guidance for volunteers regarding their roles and responsibilities is not yet in place.

What has improved since the last inspection?

At the last inspection the provider was asked to develop their own policies and procedures. The provider has made good progress and established policies and procedures relating to the 14 standards. As a result the staff have ownership of the policies and a greater understanding of good practice.

What is being done well?

- There is a helpful settling in policy to enable younger children to feel comfortable about being at the pre-school.
- Staff make sure all children who attend the pre-school are safe and well cared for. Routines to promote good health, hygiene and dietary requirements are well established.
- Children with special needs are given good individual attention and are well supported within the group.
- Staff work well as a team, they support each other and meet regularly to discuss and plan out future activities.

What needs to be improved?

- procedure for signing in visitors
- training in risk assessment for staff responsible
- guidance about roles and responsibilities for volunteers.

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
2	Ensure that a system is in place for registering visitors, detailing when they sign in and out and the reason for their visit.
6	Ensure training is made available for staff responsible for risk assessment.
12	Ensure that full information is given to volunteers about their roles and responsibilities.

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 Towntree Pre-School is acceptable and of good quality overall. Children are making generally good progress in all areas of learning.

The quality of teaching is generally good. Staff know the children well and have good relationships with them. They plan worthwhile activities although staff lack confidence and training in the Foundation Stage, consequently they are less secure in promoting children's independence, mark making in role play, number operation in practical play situations and science activities. Staff give children with special educational needs individual support and encourage them to join in the full range of activities. Staff praise and encourage children and foster their confidence and self esteem well. They set consistent boundaries for behaviour and children respond positively. Group activities for funded children are presented in a warm and calm way. Staff observe and make notes of children's progress in each of the six areas of learning. Staff plan activities as a team. Although they cover children attending for less than five sessions, the planning does not reflect how activities are to be adapted for younger children or those learning at different rates.

The quality of leadership and management is generally good. The manager is experienced and effective in developing a committed staff team who work well together. There are regular staff meetings and good opportunities to attend training. Clear aims for children's care and education are understood by practitioners. Appraisals help to monitor and evaluate the quality of teaching. However, some aspects of the programme have not been identified as areas for improvement.

A generally good partnership with parents and carers is in place. They spend time talking informally to staff about their child's progress. Useful information about the group including planning is on the notice board.

What is being done well?

- Children demonstrate positive behaviour and consideration for others as staff set clear and consistent boundaries that help children to understand the impact of unacceptable behaviour on others. Staff are calm and polite and set a good example for children.
- Children are becoming confident learners, learning to share, take turns and are beginning to understand right from wrong.
- Children are gaining confidence at number recognition.
- Children with special educational needs are very well supported and staff work to Individual Education Plans and effectively with outside professionals.
- Good informal links with parents help children progress.

What needs to be improved?

- training for staff in the Foundation Stage and early learning goals
- planning to reflect how activities are adapted for three-year-olds and children learning at different rates
- provide more opportunities for mark making in the role play area, and improve the book corner in the blue room
- number operation and mathematical ideas
- the provision of science activities; living things; objects to explore
- opportunities to access dressing up clothes; music and opportunities to explore sounds
- independence of children at snack time enabling them to pour their own drink.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

All children's confidence and self esteem are built up by staff who are sensitive to their needs and know them well. They concentrate on making the shape pictures and sit quietly when appropriate. They select activities from available resources and are learning to take care of their personal needs. They are learning to be independent, however, they are not encouraged to pour their own drink. They share and take turns and are beginning to understand right from wrong. Children's behaviour is good.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

All children are keen to communicate with staff through talk and gesture. They enjoy individual stories and listen well. They listen to the sound of letter of the week and try to think of things that start with "f". Children recognise their names and there is a formal time for writing in their books. There are limited chances for all children to enjoy mark making in the role play area, such as making lists, instructions etc. and to help them understand the different purposes of writing.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

All younger children count confidently to 5 and some older children to 10 and beyond. The current topic of shapes is being explored and children are beginning to recognise differences through their art work. Children use the geosafari to make patterns. They compare big and small, and sort when they tidy up. However, practical play situations, routines and finger rhymes are not sufficiently exploited to extend children's understanding of adding and taking away or mathematical ideas.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have opportunities to make models from construction and assemble and join together materials and use programmable toys. They receive visitors within the group however, there is insufficient opportunity to explore the local environment. Children are learning about different cultures and beliefs through the planned programme. There are limited chances for children to compare objects, explore living things and enjoy science activities.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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All children are given regular opportunities to develop their skills as they confidently balance, crawl, ride bicycles and use wheeled toys. Staff are on hand to give support and encourage new skills such as helping children to throw the ball. All children are aware of keeping healthy, although there are limited chances to notice body changes. They use space well inside and outdoors. All children are learning to handle the scissors, pencils and paintbrushes with increasing control.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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All children explore a variety of creative materials including paints, play dough and three dimensional work. Children use the role play area where they make up their own scenarios. They enjoy icing the biscuits and eating them at snack time. Planning indicates they experience movement although there is less opportunity for children to explore instruments and the sounds they make.

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 staff knowledge and understanding of the Foundation Stage and the early learning goals
- ensure that planning reflects how activities are adapted for three-year-olds and children who learn at different rates
- provide mark making opportunities in the role play area; make the book corner more inviting for children
- ensure that mathematical ideas particularly relating to number operation are used in practical every day situations which occur during the session
- provide more opportunities for science activities, living things and objects for children to explore.

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.