



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 218143

DfES Number: 519933

INSPECTION DETAILS

Inspection Date	27/11/2003
Inspector Name	Sally Ann Smith

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	FAZELEY PRE-SCHOOL
Setting Address	ST PAULS CHURCH CENTRE COLESHILL STREET,FAZELEY TAMWORTH STAFFORDSHIRE

REGISTERED PROVIDER DETAILS

Name	The Committee of FAZELEY PRE-SCHOOL COMMITTEE
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ORGANISATION DETAILS

Name	FAZELEY PRE-SCHOOL COMMITTEE
Address	ST PAULS CHURCH CENTRE COLESHILL STREET,FAZELEY TAMWORTH STAFFORDSHIRE B78 3RQ

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

Fazeley Pre-school opened in 1983. It operates from two rooms in a church hall on the outskirts of Tamworth. The group serves the local area.

There are currently 50 children from 2 to 5 years on roll. This includes 19 funded three-year-olds. Children attend for a variety of sessions. The setting currently supports one child with special needs and one who has English as an additional language.

The group opens five days a week during school term times. Sessions are from 09:15 to 11:45 Monday to Friday and 12:30 to 15:00 Monday, Thursday and Friday.

Seven staff work with the children. Two thirds of staff have an Early Years qualification and the remaining staff are working towards a qualification. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Fazeley Pre-school provides satisfactory care for children. They provide a warm and welcoming environment where children feel safe and secure. Effective organisation and planning ensures that the children are provided with a range of activities that are interesting and fun. Staff develop good relationships with children to ensure that they feel happy and settled. They are interested in what the children say and do.

Most areas for promoting children's health and safety are satisfactory although medication procedures require further attention. Staff take reasonable steps to ensure the physical environment is safe.

Routines are well planned and children are involved in a range of activities that are interesting and fun. Resources are used imaginatively to create a stimulating environment that enhances children's learning. Staff are involved in planning and assessments are used to meet the individual needs of the children.

Relationships with parents are good. Information about the children is shared on a regular basis and parents are encouraged to be actively involved in the group.

What has improved since the last inspection?

At the last inspection, the pre-school agreed to ensure that the child protection policy included a procedure in the event of an allegation being made against a member of staff and children's information included written parental consent for staff to seek emergency medical advice or treatment.

The child protection policy and children's information have been amended accordingly to include the relevant procedures.

What is being done well?

- Children are managed effectively and the quality of staff's interaction with the children significantly enhances all aspects of their development.
- Organisation is good and staff make effective use of their time. Space and resources are used imaginatively to create an interesting and stimulating environment for the children.
- A wide range of activities are planned by staff to meet the needs of all children. Activities are presented in an imaginative way. Teamwork is good and all staff are involved in planning, developing and evaluating practice.
- There is a high level of awareness of all risks to children's safety and all reasonable steps are taken to ensure that children are safe and well cared for.
- Partnerships with parents are good and staff ensure that parents are well informed about the provision and their children's progress.

What needs to be improved?

- the procedures for medication.

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
7	Obtain written permission from parents before administering medication to children	31/01/2004

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

How effective is the nursery education?

Fazeley Pre-School provides good quality provision overall which helps children make very good progress towards the early learning goals in all areas of learning.

Teaching is very good and staff work together as a team to plan a variety of activities which enable children to learn and make progress in all areas of their development. Plans are detailed and cover the six areas of learning. Staff use formal assessments based on their observations of the children and use these to inform planning. There is a good range of equipment which staff use to support the children's learning. Staff question and challenge children during planned and spontaneous activities to make them think and develop their language.

Children's behaviour is very good in response to clear boundaries and consistency amongst staff. Good strategies are in place to manage children's behaviour appropriately and children respond well to the high expectations, support and encouragement of staff. Relationships between children and staff are comfortable and relaxed and children are confident to approach staff for support and reassurance. Staff have a good understanding of the foundation stage and this is reflected in the range of stimulating resources and activities to help children make progress in all areas of learning. Children with special educational needs are effectively supported by staff.

Leadership and management is very good. Children benefit from a committed person in charge and staff team. Staff are continually evaluating practice through regular staff meetings and appraisals, they look at personal development needs to identify appropriate training.

Partnerships with parents is very good, parents are well informed about the curriculum, activities and routines. Regular opportunities enable parents to share observations about their child with staff and discuss progress.

What is being done well?

- Teamwork is good, staff work together well to provide a stimulating range of activities and ensure that all children are able to participate.
- Children are interested to learn, confident and work and play well with each other and independently.
- Good relationships are fostered between children and staff.
- Assessment of children's progress is good and it is used to inform future planning to meet the needs of all children.
- Children are encouraged to behave well, staff provide positive role models and use effective methods to manage children's behaviour.

- The partnership with parents is good and helpful information is shared on a regular basis.

What needs to be improved?

- the opportunities for children to practise new words at the end of each topic and theme to consolidate their learning.

What has improved since the last inspection?

Progress since the last inspection has been good. The setting has revised plans and assessments to enhance practice and provide high quality education for the children. Staff continually evaluate practice to monitor the effectiveness of the provision and new ideas are implemented. Staff regularly attend relevant training courses and cluster meetings to share good practice.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children's progress in personal, social and emotional development is very good. They are confident, happy and eager to learn. They are inquisitive and have a positive approach to all activities. They have good relationships with staff and are confident to ask questions and seek reassurance when required. Children show independence and select activities and work on their own. They have a good awareness of boundaries and behaviour expectations.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's progress in communication, language and literacy is very good. They can describe events, initiate conversation and connect ideas in role play situations. They interact well with staff and each other using increasing vocabulary. They are able to recognise and write their names and understand that print carries meaning. Children demonstrate good book handling skills and understand that print reads from left to right.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children's progress in mathematical development is very good.. They understand shape and size through practical activities and use different mathematical concepts and language appropriately. Children count well up to 10 and beyond and children's understanding of addition, subtraction and reinforcement of shape is developing during everyday routine activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children's knowledge and understanding of the world is very good. They are knowledgeable and interested in their environment and are provided with a variety of activities which enable them to explore their surroundings and other cultures and beliefs. They are gaining skills using different tools and equipment, developing investigating skills and using IT equipment with confidence. Children talk about different events in their lives enabling them to develop a sense of time.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children's progress in physical development is very good. They move confidently and safely and manoeuvre prams appropriately to negotiate pathways, stopping and starting as necessary. Children are developing an increasing awareness of their bodies and the importance of staying healthy. They are able to recognise changes in their bodies when exercising and show control when running, balancing and climbing.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children's progress in creative development is very good. Children explore textures, shape and colour using a variety of different materials. The children are familiar with many different colours. Children respond well to music and enjoy moving to sounds and singing familiar songs. They develop their imagination in a variety of music, dance and role play and make instruments to create their own sounds.	
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 the following:
- Ensure that opportunities are provided at the end of each theme for children to practise new words and consolidate their learning.

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.