



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 509758

DfES Number: 517604

INSPECTION DETAILS

Inspection Date 11/11/2003
Inspector Name Judith, Mary Butler

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Hanworth Community Association Pre-School
Setting Address The Pines Community Centre
 Hanworth Road
 BRACKNELL
 Berkshire
 RG12 7WX

REGISTERED PROVIDER DETAILS

Name Mrs Jane Gibbon

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

Hanworth Community Association Pre-School opened in 1976. It operates from The Pines Community Centre within the grounds of a primary school in the town of Bracknell. The pre-school serves families from the local area.

There are currently 54 children aged 2 to 5 years on roll. This includes 27 funded 3 year olds and 8 funded 4 year olds. Children attend for a variety of sessions. The setting supports a number of children who have special educational needs and who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 9.15 until 12.00 Mondays to Fridays and from 13.00 until 15.15 on Mondays and Wednesdays.

Ten staff members work with the children. Three staff members hold early years qualifications to NVQ level 2 or 3. A further four staff members are working towards a recognised early years qualification. The setting receives support from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Hanworth Community Association Pre-School offers good quality care for children. Staff provide a warm and welcoming environment for children and parents. They work well together as a team and offer the children a high level of support throughout the sessions. Three staff members hold relevant early years qualifications and a further four staff are working towards qualifications. Most of the required documentation is in place.

Staff undertake regular risk assessments and daily safety checks and are aware of the children's safety within the setting and outside area. Security within the setting is high, however staff need to ensure that all visitors to the setting are accurately recorded within the visitors book. Staff reinforce the importance of good hygiene procedures with the children and act as good role models. A range of healthy and

nutritious snacks are offered to the children and parent's wishes regarding the intake of food and drinks are adhered to at all times. Procedures are in place and are followed by all staff members to accurately record all accidents and administration of medication within the pre-school sessions.

The staff are friendly and approachable, they know the individual children well. Children with English as an additional language and special educational needs are supported. Established rules and boundaries are in place, however not all children seem clear about these and sometimes behave in a manner that may cause harm to others.

Good relationships have been fostered between the staff and the parents. Parents receive full copies of all the policies and procedures in place. They complete an entry form prior to their child starting the setting. Information regarding the children is exchanged verbally on a daily basis and more formally at termly parent interviews when parents receive written reports regarding their child's progress.

What has improved since the last inspection?

Not applicable.

What is being done well?

- A wide range of toys, activities and resources are available for the children to access within the sessions, children are able to self select from the range set up, staff are flexible within their planning and allow for individual requests from children.
- A warm and welcoming environment is offered to children and parents, children are happy and settled within the group, staff are aware of those children who require assistance in leaving their main carer.
- Healthy and nutritious snacks are offered to the children, individual children's dietary requirements are recorded on the registration form and entry sheet.
- Staff provide a high level of support to children attending with special educational needs, they work closely with both the parents and outside agencies to support the children.

What needs to be improved?

- documents, to ensure that the operational plan and all relevant paperwork regarding the running of the setting is contained within one file
- procedures, to ensure that all new staff undertake a formal induction process and written records of the areas covered are held on the staff members file
- procedures, to ensure that the water within the cloakroom area is changed on a regular basis and a system developed for recording the change
- behaviour, to ensure that children are fully supervised within their play and do

not cause harm to others

- documents, to ensure that all existing parents have seen, read and agree with the amended policies and procedures in place.

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	Develop the operational plan to ensure that all documents relevant to the smooth running of the setting are contained in one file.
2	Introduce a formal induction process and ensure that staff sign to say they have understood and completed.
4	Ensure that the water in place for children to wash their hands after using the toilet is changed regularly and a system is in place for recording this.
12	Ensure that all parents have access to the amended policies.

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

How effective is the nursery education?

Hanworth Community Association Pre-School provides good quality nursery education. It enables children to make very good progress in communication, language and literacy, mathematics and knowledge and understanding of the world. Children make generally good progress in all other areas of development.

Teaching is generally good. Staff plan a wide range of activities, they understand and record children's progression through the stepping stones towards the early learning goals. Some staff have a sound awareness of the Foundation Stage and other staff are developing their knowledge through attendance of training courses. The key workers are aware of the individual children and use daily activity sheets to record their progress, achievements and plan future activities. The daily routines and planning in place ensures that children participate in a range of activities, however staff need to be aware of the behaviour patterns of some children to ensure that their play does not effect the ability for others to participate and learn through the activities provided.

Leadership and management is generally good. Staff are flexible and respond to the requests of others team members, staff are aware of their roles within the daily routines. Staff and planning meetings take place each half term, all staff are included in the planning process with the supervisor taking the responsibility for putting the final product together. Staff continue to attend relevant training courses, however there is no formal induction and appraisal system in place to identify and record their training requirements and achievements.

Partnership with parents is very good. Parents receive full copies of all policies and procedures in place. They are requested to share their knowledge of their child with the pre-school staff by completing an entry sheet. Informal exchanges of information take place on a daily basis and formal interviews and written reports are offered to all parents each term.

What is being done well?

- Most children are able to leave their main carer with confidence, they are developing their independence skills and are able to work independently at a number of tasks. Children relate well to staff and are beginning to form friendships with their peers.
- Children are confident in finding their name cards and some are aware that print carries meaning. They are keen to explore new words and extend their vocabulary enthusiastically.
- Children learn to use number in a range of everyday situations, they show an awareness of shape and size obtained through a range of practical and fun activities.

- Children are confident in their design and making skills, they use a range of recycled, malleable and construction materials to extend these skills.
- Staff complete daily activity sheets to record children's progress within the setting, these are used to produce termly written reports that are shared with the parents at the end of each term.

What needs to be improved?

- management of children's behaviour, to ensure that all children are able to participate and learn from the activities offered
- opportunities for children to assist in everyday activities that will further develop their independence skills
- labelling of objects around the setting, to ensure that children are given further opportunities to recognise that words represent objects
- opportunities within the daily planning do not always allow the children to use gross motor skills
- appraisal and induction procedures, to ensure that staff are formally monitored and training needs are identified and recorded.

What has improved since the last inspection?

Opportunities for the children to use simple addition and subtraction within everyday activities for example counting and comparing the total number of boys, girls and adults present during each session.

Parents complete an entry form prior to their child entering the group, termly parents interviews are offered to all parents and written reports are given to parents at the end of each term.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children show good concentration skills and are able to express their needs and ideas confidently to adults. Most children leave their main carer with confidence and staff are aware of those children who require support. Children are developing their independence skills through the range of activities offered, however there are missed opportunities for children to further develop these skills for example pouring their own drinks at snack time.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children have access to a good range of activities and resources. Staff's interaction with the children ensures that their spoken language and writing skills are developing. Children are able to recognise their names and some are aware that print carries meaning, however there are missed opportunities to extend this learning with the labelling of everyday objects within the pre-school. Staff provide the children with many opportunities to use emergent writing within the planned activities.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Most children count with confidence up to ten and beyond and many are able to recognise numerals up to nine. Planning ensures that children are given opportunities within everyday situations to develop their awareness of shape and size for example the large soft play. Children are given opportunities to use simple addition and subtraction within the daily routines for example registration time.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have access to a good range of activities to learn from first hand experiences and aid them in using their senses. They are confident in their design and making skills and planning ensures a range of materials are available to enhance this confidence for example malleable and recycled materials. Staff make good use of the high child-adult ratios to draw children's attention to how things work, different cultures and past and present events within their own lives.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move with confidence and control and show good co-ordination skills. They are confident in their independence skills and show an awareness of personal hygiene. Children access a range of tools within the planned activities and many are confident in their ability to use pencils, brushes and scissors. Activities are included within the weekly planning to extend the children's gross motor skills, however they are not included within the daily routine.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children express themselves freely through the use of role play and are given opportunities to use their imagination in everyday activities. They respond with enthusiasm to new experiences and are confident in expressing their thoughts and feelings. Children experience a good selection of resources and activities to explore a range of media, however there are missed opportunities for children to express themselves freely through the use of art materials outside the planned activities.

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

- Monitor all children's behaviour to ensure that their actions do not effect other children' s play and learning within the setting.
- Opportunities for children to assist in everyday activities to further develop their independence skills.
- Introduce a formal induction and appraisal system to formally monitor staff and identify and record their individual training needs.

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.