



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 113355

DfES Number: 515132

INSPECTION DETAILS

Inspection Date	26/01/2004
Inspector Name	Jacqueline Crawford

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Alpha Pre-School
Setting Address	Baptist Church Fitzalan Road Littlehampton West Sussex BN17 5NY

REGISTERED PROVIDER DETAILS

Name	The Committee of Alpha Pre School
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ORGANISATION DETAILS

Name	Alpha Pre School
Address	Littlehampton Baptist Church Fitzalan Road Littlehampton West Sussex BN17 5NY

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 Alpha Pre-School is a long established pre-school group, run as a ministry of the Littlehampton Baptist Church. The management committee is made up from officers of the church and staff from the pre-school. It operates from the main hall and a side room in the Baptist Church building. There are limited outdoor play facilities. It serves the local community.

Children from 2 to 5 years attend a variety of sessions. There are currently 16 funded 3 and 4 year olds on roll. The setting supports children with additional needs.

The group opens 5 days a week during school term times. Sessions are from 09:30 until 12:00.

Staff work part-time and full-time. Over half the staff have early years qualifications to NVQ level 2 or 3. The pre-school receives support from a mentor from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Alpha Pre-School provides a good standard of care for children.

The pre-school is spacious, bright and welcoming, with effective planning and routines which enable children to feel settled and secure. The majority of staff are experienced, qualified or are working towards a recognised early years childcare qualification. The management and staff work effectively as a team. They are guided by a recently revised set of policies and procedures, which they implement and understand. The records and documentation are clear and up-to-date.

There are effective routines and systems in place, which ensure children's health and safety at all times. Staff recognise that children require close supervision when they have access to the outdoor play area. They raise children's awareness of personal care and hygiene practice well. Staff ensure that all children are valued and their individual needs are met. They are fully aware of child protection issues and

procedures.

The children are happy, sociable and motivated. Staff interact very well with the children often giving them individual attention. There is a broad and balanced range of equipment and resources which support children's development. Activities and topics are stimulating, fun and provide challenges to the children. Consistent behaviour strategies are shared with parents and are understood by children.

There are good partnerships with parents, they are warmly welcomed by staff into the pre-school. Parents are kept fully informed about their children's progress. They are provided with detailed information about the setting and have access to the policies and procedures.

What has improved since the last inspection?

At the last inspection, it was agreed that policies and procedures which are required for the efficient and safe management of the provision, would be reviewed.

A clear set of up-dated policies and procedures have been revised and implemented. The procedures for a lost and uncollected child, a sickness policy, a procedure to administer medication, a parent involvement policy and a settling in policy are now in place.

What is being done well?

- The extensive collection of resources which support children's development in all areas. The broad range of interesting and well-presented activities and topics, which are fun and provide sufficient challenge to the children.
- The opportunities given to children to develop their independence, by allowing them to help themselves to drinks when they want them.
- Staff act as extremely good role models, they provide positive praise and encouragement, consequently children behave well.
- Parents are warmly welcomed into the pre-school. There are good arrangements in place which keep them well informed about the provision and their children's progress.

What needs to be improved?

- Not applicable.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION
<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
<i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i>

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 Alpha Pre-School is acceptable and is of good quality. It enables children to make very good progress towards the early learning goals in personal, social and emotional development and knowledge and understanding of the world. Children are making generally good progress in the other areas of learning.

The quality of teaching is generally good. Staff form warm, caring relationships with the children. They understand how children learn and act as extremely good role models. They have an understanding of the early learning goals and this is reflected in planning and the daily routines. Activities are extended to provide sufficient challenge for older and more able children. Staff regularly assess the children's progress and achievements. They use the assessment to plan the next steps for children's learning. The high staff ratio allows for individual attention and one-to-one teaching. Staff support the children well by providing a good balance of teacher-led and child initiated activities which help children to learn.

The leadership and management of the setting is very good. The management team understand their respective roles and responsibilities and motivate the staff well. The committed leadership and management, is evident through the provision of clear documentation, effective curriculum planning, staff management and the monitoring of the provision.

The partnership with parents is very good. They receive good quality information about the provision, the Foundation Stage of learning and the planning of the curriculum. They are kept well informed of their child's development and progress. They are welcomed into the pre-school at any time and are given opportunities to help in the provision on a parent rota system. Parents have opportunities to contribute to their child's record of achievement. Good links are forged between home and the pre-school.

What is being done well?

- Children show confidence in choosing their own activities and work well independently. They are provided with opportunities to develop personal independence, for example, they help themselves to drinks when needed.
- Staff are extremely good role models. They consistently praise and encourage the children, consequently behaviour is very good.
- The planning and staff's teaching skills in presenting appropriate topics and themes. Children show curiosity and a lively interest in why things happen and how they work, for example, when making and experimenting with ice.
- The leadership and management is committed and highly organised. They give consistent support to staff and encourage staff training. There are strong

links with the church and community.

- Partnership with parents is given a high priority. They are provided with extremely good information, and are welcomed and valued in the provision.

What needs to be improved?

- the use of more labels for everyday objects to encourage children to recognise numbers and familiar words
- the provision of a more effective book area where children can relax and enjoy books.

What has improved since the last inspection?

A system has been developed to assess children's progress and development, and the information gained is used to identify any particular need. Planning of topics and activities now support children with special educational needs. Staff attend on-going training and two members of staff act as special educational needs co-ordinators. (SENCO)

Children have opportunities to explore the features of the natural and living world, through activities, topics and themes, for example the current topic 'winter around the world', in which children learn about wildlife, plants, weather patterns and climates.

Children's listening and concentration skills are encouraged by organising some planned activities and story times, in smaller age appropriate and ability related groups.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children show confidence in choosing their own activities and work well independently. They are provided with opportunities to develop personal independence, for example, by helping themselves to a drink. They are encouraged to take turns, share and show an awareness of the needs of others. They are developing a sense of right and wrong and behaviour is good. Children are given opportunities to find out about cultures and beliefs.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children extend their vocabulary by exploring the sounds and meanings of words, in topics and stories. Staff encourage children to talk about their experiences as they work with them. Children practice forming letters and writing their own names using upper and lower case letters appropriately. There is a well resourced book area but during the course of the inspection children rarely used it. There is a limited use of labels for everyday purposes.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children count confidently to 10 and beyond and are developing an awareness of shape and size. They are encouraged to use numbers and comparative language in everyday situations and activities. They sort, match and solve practical problems, using a variety of resources such as puzzles and sorting toys that are similar. They are developing mathematical ideas to recreate simple patterns for example, making paper snowflakes.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children are offered a range of activities and topics that encourage them to explore, investigate and find out about the world in which they live. Children have access to a variety of everyday technology, however, access to information technology is limited. They are given opportunities to build, construct and to design using different tools and techniques. Children are developing an awareness of their own and other cultures, through a range of resources, topics and activities.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children show a good awareness of space and others as they move confidently around the pre-school. They learn about the importance of personal hygiene and staying healthy through discussion and regular hand washing routines. They have opportunities to increase their gross motor skills by using large play equipment indoors. Children use a variety of small equipment and tools, such as play dough cutters, office equipment and scissors with increasing skill and control.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
<p>Children explore texture, shape and colour as they use a variety of media, in both 2 and 3 dimensions. They are offered activities that encourage them to use their senses in a variety of ways. They sing and explore rhyme, rhythm and sound, and learn new songs relating to the topic. Children are given good opportunities to express themselves through role play situations. However, sometimes children require more adult guidance and support in an activity, for example the 'igloo' role play.</p>	

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

- introduce more labels for everyday objects to encourage children to recognise number and familiar words.
- organise a more appropriate and effective book corner.

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.