



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 204366

DfES Number: 522561

INSPECTION DETAILS

Inspection Date	27/01/2004
Inspector Name	Patricia Mary Champion

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Lampits Pre-school
Setting Address	Lampits Pre-school First Step Hall, Herd Lane CORRINGHAM Essex SS17 9BH

REGISTERED PROVIDER DETAILS

Name	The Committee of Lampits Pre-School Committee 293013
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ORGANISATION DETAILS

Name	Lampits Pre-School Committee
Address	Lampits Pre-school First Step Hall, Herd Lane CORRINGHAM Essex SS17 9BH

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

Lampits Pre-school opened in 1987. It operates from the purpose-built First Steps Hall sited adjacent to the local infant and junior schools. The pre-school serves the local area.

There are currently 74 children from 2 to 5 years on roll. This includes 49 funded 3 year olds and 16 funded 4 year olds. Children attend for a variety of sessions. The setting supports a small number of children who have special needs or who have English as an additional language.

The group opens five days a week during school term times. Sessions are from 09:00 until 11:30 and 12:30 until 15:00.

Thirteen staff work with the children. The pre-school is working towards half the staff holding early years qualifications to NVQ level 2 or 3. One member of staff is currently working towards a recognised early years qualification. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP) and the Pre School Learning Alliance (PSLA).

How good is the Day Care?

Lampits Pre-School provides good quality care for children.

Staff are well aware of the routine and their responsibilities and organise space and resources so that children are busy and interested in their play. There have been staff changes since the last inspection and an action plan is in place for the new members of staff to attend training. The premises are welcoming and a wide range of good quality equipment ensures that children are cared for in a comfortable environment. Documentation is well organised, although the policies and operational plan have not yet been reviewed and updated in line with the revised National Standards.

Although a high regard is given to the children's welfare and safety, a formal risk

assessment has not yet been undertaken regarding the premises. Comprehensive risk assessments are undertaken regarding outings and the staff and children all know about fire safety procedures. Staff sensitively promote good hygiene procedures and healthy eating and are confident about their child protection responsibilities.

A good balance of spontaneous and structured play is provided through the range of activities planned for each day. The staff promote language development by asking questions, reading stories and singing songs and children respond well to the staff's high expectations for behaviour and play co-operatively with each other. Children are supervised by staff who know the children well and show high levels of care and concern for their individual needs.

The staff are working hard to build the partnership with parents; information is shared through letters, visual displays and an open day has been planned for February 2004. Several parents were spoken to at the end of the session; they are mostly happy with the care their children receive in the setting.

What has improved since the last inspection?

All actions raised at the last inspection have been addressed. There is now a clear crisis management policy that covers the procedures for lost or uncollected children, the behaviour management policy has been updated to include reference to bullying and the prospectus has been revised to provide parents with clear information about the setting.

At the last inspection the registered provider was asked to devise an action plan detailing how the deputy would meet qualification requirements appropriate to the post. The deputy has now achieved a level 3 qualification.

What is being done well?

- There are effective staffing levels in the setting to ensure that children feel secure and settle well. New children quickly learn the routine and the sessions run smoothly.
- The staff are sensitive and caring and are interested in what the children do or say. They use conversation and carefully framed questions to develop the children's knowledge and vocabulary.
- The group is well resourced and the premises is imaginatively set out with play equipment to provide a welcoming and stimulating environment for children. Extremely good use is made of the outdoor area, where excellent learning experiences are provided.
- Healthy eating is actively promoted with a high regard given to allergies and special diets. The staff work sensitively to meet the children's individual needs.
- There is a very effective system in place to support children with special needs. The appointed Special Educational Needs Co-ordinator (SENCO) is

enthusiastic about her role and committed to attend further training.

- Staff work calmly with children and have positive strategies, promoting respect by sharing and turn taking. Children behave well and have a clear understanding of the boundaries.

What needs to be improved?

- safety, by undertaking a formal risk assessment of the premises
- documentation, policies and the operational plan to ensure that they are in line with the revised National Standards and shared with staff and parents.

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
6	Conduct a risk assessment on the premises identifying action to be taken to minimize identified risks. (This refers to keeping a written record of risk assessment both indoors and outdoors on the premises.)
14	Review and update policies, procedures and the operational plan in line with the revised National Standards and ensure that they are shared with staff and parents. (This refers to standards 2, 6, 7 and 12.)

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

How effective is the nursery education?

The provision for nursery education at Lampits Pre-School is good. It enables children to make generally good progress in communication, language and literacy and mathematical development and very good progress in all other areas of learning.

Teaching is generally good. Staff organise a child-centred stimulating environment for children to explore and make excellent use of a wide range of equipment and resources. Activities and outings provide interesting play experiences, which reflect all areas of learning. The children behave well and there is a very effective system in place to support children with special needs. Although staff observe and record what children do they need to develop the planning cycle and use their observations to plan the next steps in learning and improve the challenges set for older or more able children.

Leadership and management are generally good. The manager is responsible for the day to day running of the nursery and is supported in her role by the management committee. There have been significant changes to the management team since the last inspection resulting in an improvement within the organisation of the pre-school. Very clear action plans detail the extent to which the setting is committed to the improvement of care and education for all children. Although the staff team all have input in planning and delivering the curriculum, a system for staff appraisal has not yet been implemented.

The partnership with parents is generally good. The key worker system works well and staff are responsive to parent's comments. Parents are kept informed about the nursery's activities and routines through newsletters and visual displays. An open day is planned and a pilot scheme of reading folders linked to phonics and colours is being developed. Children will be invited to choose a pre-reading book and take their folder home to share with their parents.

What is being done well?

- A child-friendly environment is offered. The key worker system is effective. The staff are caring, sensitive and know the children well; they provide a good balance of adult-led and child-initiated play and learning experiences. The children are curious and eager to try new activities.
- Children are actively involved in developing their knowledge and understanding of the world through an excellent topic-based structured activity programme. There are stimulating opportunities for children to see, feel, touch and investigate the world in which they live
- There is an excellent programme to promote information technology. The children can freely access the computer during everyday play. It is positioned

where children can take initiative and practice their skills with confidence.

- There is an excellent programme for physical development. The children demonstrate their agility on the indoor apparatus and extremely good use is made of the outdoor play area, where the routine allows children to confidently use the play equipment all year round.

What needs to be improved?

- the system for staff appraisal to ensure that the quality of care and education is regularly monitored;
- the system for using observations of children made by key workers to effectively plan the next steps in learning;
- the planning of activities to show how they will be adapted for the individual needs of three and four year olds;
- the use of resources within everyday core activities to ensure that more challenge is provided for the older and more able children in their communication, language and literacy and mathematical development.

What has improved since the last inspection?

The issues raised at the last inspection have mostly been addressed.

The planning has been reviewed to ensure that all aspects of the six areas of learning are systematically covered. Changes introduced in September 2000 to the nursery education requirements are covered within the pre-school's practice.

The quality of teaching has improved as staff are now using a wider variety of practical teaching methods rather than focusing on worksheets to promote the children's literacy and mathematical development. Although there are still some missed opportunities to challenge the older or more able children within their practical play experiences.

The staff have attended training and have reviewed the planning for both large and small group activities to ensure that the grouping of children is more effectively organised during adult-led activities.

There are now planned opportunities for children to recognise letters of the alphabet by shape and sound.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are eager to try activities and show high levels of concentration in their tasks and pride in their achievements. They cooperate and share resources, showing respect for each other by taking turns. Friendly relationships are formed with their peers and the staff team. Children can freely choose the activities on offer and they show confidence in their self-care by pouring drinks and using the toilet independently.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children's spoken language is developing well with lots of confident, clear interaction with each other and adults. They are building up a vocabulary that reflects the breadth of their experiences. Children read with enjoyment and handle books carefully. They can recognise their names and clearly labelled displays help them to learn other familiar words. Children can recognise letters and link these to sounds and are encouraged in early mark making and letter formation.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children show interest in numbers and counting within everyday situations. They can reliably count to ten and much higher with support. Shape, size and quantity is compared through activities such as sand and water play. Good use of resources enables children to confidently recognise numerals and shapes and they are starting to show an interest in number problems and calculation.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children explore and show an interest in the world in which they live through a wide range of stimulating topics and activities. They observe changes in the weather and learn about the natural world using all their senses. Children confidently use a variety of tools and materials to design and make 3D models and have the use of a computer to develop their technology skills. Themes, role-play and outings allow children to learn about their own community and the wider world.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move with confidence around the hall showing good co-ordination. They enjoy the opportunity to climb, balance and ride the bikes freely in the garden, while doing so they display a good awareness of space. Children use a variety of small equipment with competence, showing control and dexterity when carefully handling utensils to manipulate dough. They use scissors safely and glue spreaders with precision. Children learn about healthy eating and managing their own personal hygiene.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children recognise colours and explore what happens as they mix colours when painting. They initiate their own creative play and enjoy adult-led activities such as describing the texture of items. Children use their imaginations during role play and small world play. They explore and respond expressively to sound in music and movement activities, singing their favourite songs from memory and using musical instruments with enjoyment.	

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

- develop a system for staff appraisal to monitor and evaluate the quality of care and education;
- continue to develop the planning cycle by using observations of children made by key workers to effectively plan the next steps in learning. Consider how activities will be adapted for the individual needs of three and four year olds;
- review the use of resources within everyday core activities to provide more challenge for the older and more able children in their communication, language and literacy and mathematical development.

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.