



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 120330

DfES Number: 519855

INSPECTION DETAILS

Inspection Date 08/07/2004
Inspector Name Helen Deegan

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Young World
Setting Address Scout Headquarters
 121 High Street, Horsell
 Woking
 Surrey
 GU21 4SS

REGISTERED PROVIDER DETAILS

Name Ms Susan Bullard

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

Young World opened in 1992. The pre-school operates from two rooms within the scout headquarters building in Horsell and offers access to kitchen and toilet facilities, plus a very small outdoor area which is enclosed using temporary fencing.

The group is registered to provide sessional care for twenty four children aged from two to under five years, and accepts children from two and a half years. There are currently thirty three children on roll and this includes twenty eight who are in receipt of nursery education grant funding. The setting supports children who have special educational needs and children who speak English as an additional language. Opening hours are 09:15 to 12:15 Monday to Friday during term time only.

Three full time and two part time staff work with the children, of these two have an early years qualification to level three and one is currently working towards a qualification. The setting receives support from the Early Learning Advisor (ELA) and the Special Educational Needs Advisor (SENA).

How good is the Day Care?

Young World provides satisfactory care for children. New staff in the pre-school are encouraged to attend training. Children have access to a sufficient range of toys and equipment, which are stored at low level so that an accessible environment is created. Some activities are presented unimaginatively with insufficient space for children to play purposefully and the routine sometimes results in children sitting for long periods at adult led activities. Record keeping does not meet the required standards in some areas.

All areas of the premises are safe. Staff promote good hygiene routines and maintain a clean environment. Children can independently access fresh drinking water from a dispenser at any time. Staff promote equal opportunities via positive reflection of different race and culture within the resources. They have a limited understanding of the equal opportunities policy and they are not always clear about children's individual needs. The Special Educational Needs Coordinator (SENCO)

has attended relevant training and has a satisfactory understanding of her role. Staff have a clear understanding of their roles and responsibilities with regard to child protection, but have a limited awareness of the indicators of abuse.

Staff talk and play with children at the activities, although opportunities to extend children's language during play are missed. They provide a range of activities each day so that children are well occupied. They are positive with the children and promote good behaviour by praising their achievements, however they do not have a clear understanding of the behaviour management policy. Parents receive good information about the setting in a variety of ways and provide positive feedback.

What has improved since the last inspection?

Not applicable.

What is being done well?

- The Special Educational Needs Coordinator has attended relevant training and works to the Code of Practice for the Identification and Assessment of Special Educational Needs.
- Parents receive information via the notice board, prospectus, policy file, newsletters and open days. They provide positive feedback about the setting.

What needs to be improved?

- the lost child policy
- record keeping
- staff knowledge and understanding of policies and procedures
- the routine, to prevent children sitting for long periods at adult led activities.

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
14	Implement a lost child policy.	26/09/2004

The Registered Person should have regard to the following recommendations by the time of the next inspection	
Std	Recommendation
2	Ensure that all staff understand and implement the policies.
2	Ensure that the routine does not result in children sitting for long periods at adult led activities.
7	Ensure that sufficient detail is recorded in the accident book with regard to description of injuries.

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 Young World is acceptable but has some significant areas for improvement. Children's progress towards the early learning goals is limited by some significant weaknesses in knowledge and understanding of the world and mathematical development. They are making generally good progress in all other areas.

The quality of teaching has significant weaknesses overall, with areas that are generally good. Staff are not confident in their knowledge of the early learning goals and are not clear about the learning aims of planned activities. Staff display good behaviour management skills and encourage children to develop their independence. They do not adapt and extend activities to meet the needs of older or more able children, and use of adult directed worksheets inhibits children's own creativity. Staff provide limited opportunities for children to learn through exploration and investigation, and do not use the information gained from observing children's progress to inform future planning.

Leadership and management has significant weaknesses. Regular staff meetings are held, but the manager does not include staff in the planning and does not inform them about the learning aims of planned activities. Ongoing training is not seen as a priority, and the manager does not promote effective team work. Monitoring has not highlighted weaknesses in planning, assessment or staff knowledge of the stepping stones.

Partnership with parents and carers is generally good. Parents receive good information about the setting and provide positive feedback. They are invited to share what they know about their child when registering with the group, but not on an ongoing basis. They are informed about weekly themes and are encouraged to help children provide objects from home to support their learning. Parents receive written feedback about their child's progress once a year.

What is being done well?

- Some aspects of personal social and emotional development are good. Children are confident, behave well and are gaining in their personal independence.
- Children's skills in communication, language and literacy are developing well, they speak confidently and can recognise and write their own name.
- Aspects of physical development are good. Children have opportunities to move to music every week during the "Music Monsters" activity.

What needs to be improved?

- staff knowledge and understanding of the stepping stones to the early learning goals
- opportunities for children to learn through exploration and investigation
- the manager's knowledge of the stepping stones to improve monitoring and evaluation
- use of the information in children's development records to inform future planning
- planning, to ensure that appropriate challenge is provided.

What has improved since the last inspection?

There are significant weaknesses in the improvements made by the setting since the last inspection.

At the last inspection the setting was asked to:

plan activities to challenge the more able children in all areas of the curriculum;

to provide more planned activities for children to recognise and recreate mathematical patterns; to allow children independence in choosing tools and materials and more choice for joining materials in building and making;

to encourage writing as a means of communication.

It remains a key issue at this inspection that planning should be developed to ensure sufficient challenge for older or more able children. Children now have some opportunities to recreate mathematical patterns at activities such as making pasta necklaces using different colours. Children build and make using construction play equipment but still have few opportunities to choose tools and materials freely.

Children have opportunities to mark make and write for a purpose in the role play area.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are gaining in their personal independence and are confident and well behaved. They play cooperatively with their peers and are able to take turns at activities such as the computer. They follow rules and join in well with tidy time. Staff place insufficient emphasis on helping children to understand and respect a range of cultures and beliefs.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children sit quietly and listen well at story time. They recognise and can write their own name and speak confidently when sharing news at registration time. Staff talk to children during play but many opportunities to extend language are missed. Children are introduced to print that carries meaning via word labelling around the setting and have opportunities to mark make and write for a purpose in the role play area.

MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Colour, number and shape is introduced into the weekly programme and children correctly name different colours and shapes. Children count confidently up to 10 and beyond. Staff do not recognise and use learning opportunities as they arise in everyday situations, consequently opportunities for comparisons of numbers, discussions about shapes, length, quantities and simple practical problem solving are missed.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Significant Weaknesses

Children confidently use the computer. They help complete a calendar and weather chart each day and gain some knowledge of the features of living things as they grow beans and play with shells and mini beasts. Children have few opportunities to explore and investigate objects and materials, and staff do not ask enough questions to encourage children to think beyond the obvious. Activities often have a prescribed outcome which limits children's opportunities to experiment and ask questions.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move confidently and with good control. They develop their coordination and balance at activities such as the climbing frame and sports day activities, and develop a sense of space in the play tunnel. Staff provide limited activities or discussions to help children recognise the changes that happen to their bodies when they are active. Children use small equipment such as scissors and rolling pins confidently and have opportunities to move to music during "Music Monsters" each week.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children draw and paint to represent images. They play imaginatively in the role play area, acting out familiar situations such as preparing a meal. Children have few opportunities to explore a range of media and materials freely and some activities are valued by adults for their outcome rather than what children can learn in the process.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable but has some significant areas for improvement. Children's progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- improve staff knowledge and understanding of the stepping stones to the early learning goals
- ensure that more opportunities are provided for children to develop their own play through exploration and investigation
- improve the manager's knowledge and understanding of the stepping stones towards the early learning goals to enable effective monitoring and evaluation of teaching, planning and assessment
- make better use of the information gained from regular assessment of children's progress to plan activities that will help children to move forward in their learning
- develop planning to ensure that activities are adjusted to provide appropriate challenge for older or more able children.

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.