



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 404999

DfES Number: 541084

INSPECTION DETAILS

Inspection Date 08/11/2004
Inspector Name Carly Louise Mooney

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Paston Fundays Pre-School
Setting Address Honeyhill Primary School
Paston
PETERBOROUGH
PE4 7DR

REGISTERED PROVIDER DETAILS

Name The Committee of PASTON FUNDAYS 264713

ORGANISATION DETAILS

Name PASTON FUNDAYS
Address Honeyhill Primary School
Paston
PETERBOROUGH
PE4 7DR

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

Paston Fundays is one of four pre-schools run by the Family Welfare Association. It opened in 2001 and operates from two rooms in an old school hall. It is situated in the Paston district of Peterborough. A maximum of 26 children may attend the pre-school at any one time. The pre-school is open each weekday morning from 09:15 to 11:45 term-time only. All children have access to a secure, enclosed, outdoor play area.

There are currently 15 children aged from 2 to under 5 years on roll. Of these 13 children receive funding for nursery education. Children attend from the local community. The pre-school currently supports a small number of children who speak English as an additional language.

The pre-school employs 2 staff. The manager holds an appropriate early years qualification and the second staff member is working towards a relevant qualification.

How good is the Day Care?

Paston Fundays is providing satisfactory care for children.

Staff have made clear attempts to fully utilise the available play space so that children feel secure and confident when attending the setting. Valuable use is made of the outside area during the session and children are able to move freely between inside and out. Staff plan and provide a variety of stimulating activities and children enjoy their play.

Some children display challenging behaviour and, although staff make effective use of praise and talk to children on their level, they would benefit from updating their knowledge of behaviour management techniques. Good hygiene practice is maintained at all times, through routine activities, and positive steps are taken to minimise the spread of infection. A variety of snacks are provided which are healthy and nutritious and access to drinks is available throughout the session.

The pre-school is very well-equipped and children have good opportunities to self-select resources and play independently. There are ample resources and planned activities which reflect equal opportunity principles. A minimum staff to child ratio does provide difficulties to ensure that children's individual needs are met at all times. The named staff member for child protection has not received any training.

Friendly relationships have developed with all parents who are greeted positively by staff. Parents express their satisfaction at the care being offered, although staff are not given sufficient opportunities to update their knowledge of current childcare practice. Some staff need to update their first-aid qualification to ensure that a trained member of staff will be present at all times. All documentation is well-maintained.

What has improved since the last inspection?

This is the setting's first inspection since registering.

What is being done well?

- Valuable use is made of the outside area during the session and children are able to move freely between inside and out.
- Good hygiene practice is maintained at all times, through routine activities, and positive steps are taken to minimise the spread of infection.
- A variety of snacks are provided, which are healthy and nutritious, and access to drinks is available at all times.

What needs to be improved?

- adequate staff support for children
- trained first-aid staff member available at all times
- staff training.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

Since April 1st 2004, Ofsted has not received any complaints regarding this provider.

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 should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
1	Ensure staff are given sufficient opportunities to update their knowledge of current childcare practice especially in behaviour management and child protection.
7	Make sure that one trained staff member in First Aid is available on the premises at all times.

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 Paston Fundays is generally good. It enables children to make very good progress in knowledge and understanding of the world and generally good progress in all other areas of learning.

The quality of teaching is generally good. Staff plan a good range of stimulating activities for children. Written plans show clear learning intentions related to the early learning goals. Staff know individual children well, are good role models and ensure learning is interesting and fun. However, limited qualified adult support often results in missed opportunities for children's learning, especially for more able children to extend their knowledge in some activities. Plans are evaluated effectively to influence future planning and children's achievements are recorded to be able to chart their progress through the stepping stones.

The leadership and management of the pre-school is generally good. The small staff team work closely together to provide an appropriate learning environment for children. They are aware of their individual roles and responsibilities within the team, although extra guidance is sometimes required for staff who are training. Appraisals and regular supervisions with the Family Welfare Association allow staff to regularly assess their own professional development, although extending knowledge through training is sometimes limited.

The partnership with parents and carers is generally good. Staff talk to parents on a daily basis and provide opportunities for parents to view their child's record of achievements and comment on their progress. Parents receive useful information about the curriculum and the provision through handbooks, policies and newsletters, although placing the notice board in a clearer position will ensure they are kept up to date with daily changes and events. Positive, friendly relationships are formed with all parents and they are encouraged to be actively involved in their child's learning.

What is being done well?

- Children are given good opportunities to link sounds to letters and to recognise and write their own name.
- Children's interest in ICT equipment. They use the computer and tape recorder enthusiastically.
- Written plans which show clear learning intentions and evaluations of activities.

What needs to be improved?

- meeting children's needs in group situations

- opportunities to develop children's counting skills including simple calculation
- opportunities to extend children's learning especially more able children.

What has improved since the last inspection?

This is the pre-school's first S122 inspection since registering.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are confident in their environment and motivated by the activities on offer, although some children display challenging behaviour and experience difficulties in obeying simple instructions. They are beginning to learn the differences between right and wrong and are encouraged to share and take turns. Children's personal independence is encouraged well through routine activities. Limited adult support in group situations results in not all children's needs being met.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are provided with good opportunities to link sounds to letters during activities and are able to recognise their name. A few children are able to write some letters correctly formed. Children practise their emergent writing skills through a variety of meaningful mark-making experiences both inside and out. Children's listening skills are developing, although story time can be disruptive. Children enjoy stories more in small groups or on a one-to-one basis.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are able to count confidently from 1-10. They effectively learn about shape, colour and size through a variety of activities. Children demonstrate an understanding of concepts such as "biggest" and "smallest" and use a wide range of mathematical language during their play. However, not all opportunities are sufficiently explored to develop children's counting skills or introduce them to simple calculation.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children explore and investigate their world around them through stimulating topic work. They are confident to construct and build and enjoy the challenge to build a wall outside. Children demonstrate a sound interest in ICT equipment. They operate the tape recorder and successfully complete a computer program. Discussions and photographs help children to develop a clear sense of time and place and there is a strong commitment for children to learn about the cultures and beliefs of others.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children successfully use a range of small and large equipment. They generally move well and ride sit-on bikes with confidence. Their sense of personal space, and that of others, is developing. They handle, and purposefully use, a variety of tools and equipment, such as scissors, with increasing control. Children are beginning to develop a good understanding of health and bodily awareness, such as hand-washing, before snacks.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children are confident and enthusiastic to explore shape, colour and texture through a variety of materials, with sand and water play provided on a daily basis. They are beginning to use their imagination, to express their own thoughts and ideas, in role play and activities. Children enjoy listening, and responding, to music with their bodies or instruments and enjoy singing along to familiar songs on the tape recorder.

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

- Provide children with sufficient adult support at all times to ensure their learning needs are met. Pay specific attention to large group times and more able children to ensure opportunities are not missed to extend their learning.
- Ensure all opportunities are used to develop children's counting skills especially in simple calculation.

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.