



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 148858

DfES Number: 539288

INSPECTION DETAILS

Inspection Date 05/12/2003
Inspector Name Jacqueline Munden

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name The Shore Pre-School
Setting Address Foxcott Close
 Southampton
 Hampshire
 SO19 9JQ

REGISTERED PROVIDER DETAILS

Name Mrs Rebecca Jane Miles

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 Shore Pre-School opened in 2000. It operates from rooms within the community rooms in Weston Shore School. It is a funded Inclusive Early Years Centre that serves the local area.

There are currently 58 children from 2 to 5 years on roll. This includes 39 funded 3 year olds and 16 funded 4 year olds. Children attend for a variety of sessions. The setting currently supports 4 children with special educational needs and 2 who speak English as an additional language.

The group opens 5 days a week during school term times. Sessions are from 09:15-11:45 and 12:15-14:45. It is pe-school policy not to take children until they are 2 years and 9 months old.

There are five full-time and three part time staff employed to work with the children; of these, six hold, and one is working towards, suitable childcare qualifications. All staff hold first aid qualifications. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership (EYDCP) and is a member of the Pre-school Learning Alliance (PLA).

How good is the Day Care?

The pre-school provides good quality care for children. All aspects of the provision are well organised and effective use is made of staff, space and resources to ensure that all children are well cared for. All required documentation is in place although minor amendments are required. The setting is welcoming allowing children to access a broad range of play equipment and activities, many that promote inclusion, diversity and equal opportunities.

Staff give a high priority to ensuring children are safe and promote good hygiene practices. However, some aspects of fire safety requires improving. Staff consider the individual needs of children at all times regarding, special needs, dietary and

personal requirements. This includes very good provision for children with special educational needs.

Children are offered an interesting range of stimulating activities that promote learning in all areas. Staff manage children's behaviour in a positive manner; children receive praise and encouragement at every opportunity.

Staff develop good relationships with parents, sharing information regularly.

What has improved since the last inspection?

An action was raised requesting an action plan to explain how the setting will achieve the minimum requirement of appropriately qualified staff. Of the eight staff employed, six now hold, and one is working towards, relevant child care qualifications. As a result children receive care from staff that have a good understanding of child development and their individual needs are met well.

What is being done well?

- The operational plan is good. Staff work to a comprehensive set of policies and procedures that are implemented well. All required documentation is in place and well organised. The staff ratio is high, and deployment is good which meets the individual needs of children. Staff show enthusiasm and work well together under good leadership.
- Staff's interaction with children is excellent. They make good observations of children's progress, enabling them to plan a range of stimulating activities that help children make progress and to promote diversity. Staff use snack time as an opportunity to teach children Makaton. Children are encouraged to use sign. Staff demonstrate a very positive approach to managing children's behaviour and children respond well to the praise and encouragement.
- The pre-school is very welcoming and attractive environment for children, who are happy and settled. The setting has disabled access and toilet facilities. Children can access a large range of stimulating play equipment that promote learning and diversity. These offer a challenge to children, who play enthusiastically.
- Staff have an excellent awareness of maintaining children's health and safety. The premises are secure and staff are deployed well to ensure safety. Staff are effective in promoting hygiene routines.
- Staff have a very positive approach to ensuring the individual needs of all children are met regarding their care and welfare and are committed to inclusion. An area for changing nappies is now available; this enables children not yet toilet trained to attend pre-school that would have otherwise had to wait until they were. They know the children well and are able to support them appropriately with particular regard to special needs.
- Staff develop very good relationships with parents who are encouraged to meet key workers to discuss children's progress. Staff provide a broad range

of information regarding children's care and education.

An aspect of outstanding practice:

The setting is an Inclusive Early Years Centre; it receives funding from Southampton City Council enabling it to provide individual support for children with special needs. These members of staff offer very good support to children and develop good relationships with parents with whom they share information regularly. Staff work with other professionals and plan activities to meet the children's individual needs and promote development. The child's progress is well recorded.

What needs to be improved?

- record of attendance
- fire safety regarding the practicing of the evacuation procedure.

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	Record staff and children's times of arrival and departure.
6	Conduct more frequent emergency evacuation drills.

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

How effective is the nursery education?

The Shore Pre-School offers good quality provision. Children make generally good progress in communication language and literacy, mathematical development, knowledge and understanding of the world and creative development and very good progress in the other two areas of development.

Teaching is generally good. Staff manage children's behaviour positively and with praise. They have a good understanding of how children learn and have some knowledge of the curriculum areas and the stepping stones. Staff support children's language development very well and have good interaction with children. Planning shows clearly what the learning outcomes of each activity are, and cover all six areas of learning, although minor adjustments would allow further improvements to ensure that each child's individual needs are fully addressed. The assessment record is implemented well; staff use post it notes to record their observations, and later transfer them to individual child records. The teaching of children with Special Educational Needs (SEN) is very good.

Leadership and management are very good. The successful and effective leadership of the setting ensures that staff work well as team and have ongoing support and training. Evaluation of activities is meaningful and aids the setting in their planning. Monitoring of the foundation stage curriculum has recently been introduced and there is good professional practice, with a strong commitment to improving the setting further. This includes a proposed sensory room.

Partnership with parents is very good. Staff have good relationships with parents and actively encourage their involvement in the children's learning. Parents are kept well informed about children's progress and the learning curriculum through the brochure, regular letters, photos in scrap books and attending key worker appointments. Staff work well with parents and other agencies to ensure children with SEN make good developmental progress.

What is being done well?

- Staff create a well planned, stimulating environment where children learn through a wide range of practical play activities including very good opportunities to extend children's physical development. This includes opportunities for children with SEN. Leadership and management of the setting is of a high standard.
- Children's personal social and emotional development is very good. They are enthusiastic in their play, form good relationships with staff and behave well.
- The programme for knowledge and understanding of the world is good. Children learn about other peoples cultures in ways that are meaningful and have personal relevance. For example, children made a collage shoe to put

on the fireside picture and discussed that in Portugal children put out shoes at Christmas instead of stockings.

- Creative development is fostered well. Children explore colour, texture and take part in activities which uses a range of senses, such as making and eating soup, spaghetti in the water tray.
- Partnership with parents is very strong with an effective emphasis on involving parents with children's learning. Staff relate well to parents and provide them with excellent information about the setting.

What needs to be improved?

- the opportunity for children to be familiar with simple number problems through routines and practical play activities
- the opportunity for children to practise emergent writing and to link sounds and names of letters.

What has improved since the last inspection?

The setting has made generally good progress in addressing the three key issues that were raised at the last inspection. The pre-school now have a designated outdoor play area which the children have regular access to. They have also introduced the Southampton Record of Achievement which assesses how well the children are progressing along the stepping stones to the early learning goals. The third key issue about developing a strategy for teaching children to form letters consistently has not yet been fully achieved.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are growing in confidence, self-esteem and independence. They form good relationships with staff, relate well to all adults and to each other. The well managed snack time is a particularly social time for the children. Children's behaviour is very good; they respond well to staff expectations and the pre-school's routines. They learn how to care for the pre-school's gerbil during the holidays and have a positive approach to learning about other children's cultures within the group.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are developing their speech and language well, through good adult support. Some children talk confidently with adults and friends about past experiences and in imaginary play. Children enjoy a variety of stories, know how to handle books and are attentive during story sessions. Children take part in a variety of activities which require eye-hand co-ordination, but there are not enough opportunities for children to practise emergent writing and to link sound and names of letters.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are given opportunities to count and recognise numbers during register time, and during focus activities. Children are beginning to recognise shape names through routine activities and regularly explore pattern during planned and free play activities. Quantity is explored during water play. However most children are not familiar with simple number problems; there are missed opportunities during routine snack time and role play

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children explore and investigate with a good variety of materials, including magnets, sand, gloop and water. Children confidently use the mouse on the computer. Children learn about the environment in which they live, and the wider world through topic work and focus activities such as discussion about weather at register time, a visit from the lollipop lady. Children learn about other children's cultures and have a sense of time when completing the calendar and by way of discussion.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children with special educational needs are very well supported in their physical development. Children confidently climb, jump, run and some are becoming skilled in pedalling a three-wheeler backwards along a narrow path. Children are becoming increasingly aware of their own space and their own hygiene needs. Children use a wide range of equipment and tools, materials safely and with confidence. There are many opportunities for children to practise eye-hand co-ordination.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children regularly explore colour, texture and shape and are able to use their imaginations in a good variety of mediums. They regularly access musical instruments and enjoy a variety of songs. Children use their imagination well in the role play area. E.g. Children pretended to be cats and tigers and a witch. Children enjoy taking part in sensory activities E.g. making & eating soup, spaghetti in water play.

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

- increase the opportunity for children to be familiar with simple number problems through routines and practical play activities
- increase the opportunity for children to practise emergent writing and to link sounds and names of letters.

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.