



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 135297

DfES Number: 523145

INSPECTION DETAILS

Inspection Date	24/06/2003
Inspector Name	Jennifer Liverpool

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	HADLEY WOOD PRE-SCHOOL
Setting Address	HADLEY WOOD ASSOCIATION CENTRE CRESCENT EAST ,HADLEY WOOD BARNET HERTFORDSHIRE

REGISTERED PROVIDER DETAILS

Name	MRS L HOBBS
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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

Hadleywood pre-school opened in 1968, and is a voluntary group run by a management of committee of elected parents. It operates from a multifunctional hall in a community centre. The pre-school has had use of the main hall, a second small hall, kitchen and toilet facilities. There is an accessible secure paved outside area. The community centre is located in wooded and open grassed grounds.

The pre-school opens five days a week during school term time. Sessions are from 9.15 am until 12.45 pm. It is registered to provide care for 42 children between the ages of two to five years. Children attend for a variety of sessions.

The staffing structure consists of a supervisor; an assistant supervisor, a playgroup leader and seven part time assistant play leaders. Three staff members have early years qualification, and one has teacher qualification status. Two staff members are currently on training programmes. All staff have undertaken various short courses in childcare and education. The pre-school receives support from the Early Years Development and Childcare and Partnership (EYDCP), and it is a member of the Pre-school Learning Alliance (PSLA).

How good is the Day Care?

The pre-school provides good quality care for the children. Staff have a good understanding of the National Standards and interpret them well, and they are secure in their knowledge and understanding of the early learning goals. The pre-school offers a warm, caring and friendly environment which enables children to feel confident and secure in their surroundings. Staff create a safe environment which allows children to explore with minimal risks to their safety, health and well being. The physical environment is good in appearance, though the room temperature needs to be well monitored, particularly during warm weather. Staff minimise the risk of infection by maintaining and promoting good hygiene procedures.

Staff have a good knowledge of children's individual needs and ensure that they are

happy and well cared for. The key worker is effective in helping staff to know the children well, which in turn is beneficial to children development and learning needs. Staff plan their activities well, and they ensure that children are involved in a wide range of interesting activities both inside and outdoors. Resources are plentiful and is used effectively to maintain children's interests and build on their learning. The pre-school promotes equal opportunities in most aspects of play and learning.

The pre-school works effectively with parents, keeping them well informed about their children's development and achievements, for which parents are encouraged to contribute to their own observations of their children's learning from home.

What has improved since the last inspection?

There were no actions or recommendations identified in the last inspection.

What is being done well?

- The pre-school offers a warm, caring and friendly environment, which enables children to feel confident and secure.
- The key worker system ensures staff get to know individual children very well, and provide for their well-being.
- Resources are plentiful, and is used effectively to support children's development and learning needs.
- Staff are knowledgeable about the National Standards, and they are secure in their knowledge and understanding of the early learning goals.

What needs to be improved?

- children's well-being, with regards to ensuring room temperatures are kept to a comfortable level; (standard 4)
- the range of anti-discriminatory resources, particularly in the areas of gender and disability. (3, 5 & 9).

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
4	ensure that the rooms are maintained at an adequate and comfortable temperature
9	ensure that children have an appropriate range of activities and resources that promote equality of opportunity and anti-discriminatory practice, particularly in the areas of gender and disability.

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

How effective is the nursery education?

Hadleywood Pre-school offers a warm welcoming and secure environment for the children.

A stimulating programme of activities for three and four year olds promote all aspects of the early learning goals in all areas of learning, and by the time they are five years old most children are likely to achieve appropriately.

The quality of teaching is very good. Staff have clear understanding of the early learning goals and help children to progress. Activities are balanced well between those that are directed by staff and some that are initiated by children themselves. Staff encourage children to be independent and help with their transitional move to school. Assessments on children's progress are regularly carried out and informs planning overall, though details in the short term plans needs slight extending. Staff are positive and caring and use effective behaviour management to which children respond well.

The pre-school is managed by a parent run committee, who liaise with staff on a regular basis to plan for future events and activities. The staff work well together as a team, and they are supportive of each other. A system is in place to monitor the quality of the provision. Staff discuss their own training needs and they make good use of their training to improve the educational provision for the pre-school.

Hadleywood pre-school has established very good partnerships with parents. The parents are kept well informed of their children's progress both on a daily basis and more formally during the summer term, for which parents are encouraged to contribute themselves. Parents give their support through participating in fund raising events, contributing to topics and assisting with outings.

What is being done well?

- The staff provide a positive environment where children's socialisation skills are developing and their independence are promoted very well.
- Staff provide a very good balance of child-initiated and adult led activities. They ask open-ended questions which encourages children to think and express their ideas.
- Positive and caring staff use effective behaviour management skills.
- The staff are secure in their knowledge and understanding of the Early Learning Goals and as a result the provision enables children to make good progress, giving priority to personal, social and emotional development, communication, language, literacy and mathematics.

What needs to be improved?

- the short term plans, to clearly identify which individuals or groups of children are specifically targeted, and how activities will be extended or modified to meet the differing needs of children of various abilities.

What has improved since the last inspection?

Very good progress has been made since the last inspection. The pre-school has provided many activities to promote children's writing skills, and they actively encourage them to recognise and write their own name. Older children practice writing skills effectively. Children are given more opportunities to initiate role play themselves so that they can express their own feelings and thoughts, with appropriate staff intervention, where necessary.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

The programme for personal, social and emotional development is very good and is a notable area of strength in the pre-school. Staff warmly welcome children and value their comments. Relationships between staff and children are excellent. Children interact well with each other, they are developing good social skills, and their behaviour is good. Personal independence is promoted very well. Children are made aware of cultural and religious celebrations that reflect their varying backgrounds.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

The programme for communication, language and literacy is very good and promotes all aspects of the early learning goals well. Staff develop children's speaking and listening skills and they extend their vocabulary. Children take a keen interest in books and they show that they know how books work. Children are learning to recognise their own name and some familiar words. Older children practice writing effectively and younger children can draw and write at their own level.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

The programme for mathematics is very good. Staff use daily routines, practical activities and planning to encourage children to count and recognise numbers. Children are learning to sort, match and compare when using every day materials. Staff foster the use of correct mathematical vocabulary in children's talk. Children show good knowledge of shapes and are able to relate to them in practical tasks. Staff introduced children to the idea of addition and subtraction in songs.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

The programme for knowledge and understanding of the world is very good. Children have opportunities to talk about past, present and future events in their lives during the sessions and are able to discuss their experiences and observations. Good use is made of the local environment as children are taken out into the woodlands to learn about living creatures and observe nature. Children are provided with worthwhile activities to record their observations, and they are developing sensory skills.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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The programme for children's physical development is very good. They are provided with many opportunities to develop their gross motor skills during indoor and outdoor activities. Children show well developed skills in throwing, bouncing and catching balls. There are many opportunities for children to handle a range of tools, and their manipulative skills are developing well. Children move around the room with confidence as they develop an awareness of space around themselves and others.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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The programme for creative development is very good. Children are provided with a worthwhile range of materials to explore colour, texture and form through free choice and adult led activities. They are using their imagination to express their ideas in artwork and in role play. Children enjoy singing, and are able to play musical instruments in time to songs. They respond to sound with body movements and they are able to tap out simple repeated rhythms.

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no key issues to report, but the following point for development should be considered in the action plan:
- expand on the written details of short term planning to include how individuals or groups will be specifically targeted, and show how activities will be adapted or extended to meet the differing needs and abilities of 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.