



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 254052

DfES Number: 500472

INSPECTION DETAILS

Inspection Date 22/03/2004
Inspector Name Sally Ann Hubbard

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Fairhaven First Steps Pre-School
Setting Address South Walsham Village Hall
School Road, South Walsham
NORWICH
Norfolk
NR13 6DZ

REGISTERED PROVIDER DETAILS

Name The Committee of Fairhaven First Steps Pre-School 1027491

ORGANISATION DETAILS

Name Fairhaven First Steps Pre-School
Address South Walsham Village Hall
School Road, South Walsham
Norwich
Norfolk
NR13 6DZ

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

Fairhaven First Steps Pre-school opened in 1998. It operates from one main room in the village hall in South Walsham. Fairhaven First Steps Pre-school serves the local area.

There are currently 21 children from two to five years on roll. This includes 13 funded three year olds and 9 funded four year olds. Children attend for a variety of sessions. The setting does not currently have any children attending with special needs or who speak English as an additional language.

The group opens four days a week during school term times. Sessions are from 12:15 until 14:45 on a Monday and 09:30 until 12:00 Wednesday to Friday.

There are three full time staff. The supervisor is qualified to NVQ level 3 and two staff started training for NVQ level 2 in September 2003.

The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Fairhaven First Steps Pre-school provides satisfactory care for children aged two to five years.

The pre-school has satisfactory procedures in place to ensure that all adults are suitable to work with children. They have a balance of qualified and experienced staff, who work well together as a team and have a very clear understanding of their roles and responsibilities. Staff use equipment and toys to create an attractive and welcoming environment, however children are not able to have access to additional resources and equipment enabling them to select and return them. Documentation and records are all in place, well organised and readily accessible.

Staff have a good awareness of health and safety issues, children are well supervised and they take appropriate steps to prevent accidents. They have policies

and procedures which staff put into practice to promote children's health and the necessary records are in place. Staff have a good understanding of children's dietary needs and provide them with healthy and nutritious snacks. Good procedures are in place for children with SEN and staff ensure that all children can participate in activities appropriate to their needs. Staff have detailed procedures to follow if they suspect a child in their care is being abused or neglected.

Staff plan and provide a good range and balance of activities over the week which help children to develop in all areas. Children are well occupied throughout the session and adults involve themselves in and support their play. Staff provide good role models for children's behaviour, are calm, consistent and give them clear boundaries. Resources which positively reflect equality of opportunity are provided.

Staff have good relationships in place with parents and work closely with them. They are welcomed into the pre-school to settle children and help on a rota system. They also form the committee responsible for managing the pre-school. Information is shared with them regularly.

What has improved since the last inspection?

At the previous inspection there were three recommendations. The pre-school have been updating all of their policies and procedures to ensure they reflect practice within the group and these are available for parents. They have developed their procedures to be followed in the event of an emergency and this now includes a specific accident procedure. They have also developed plans to include some free creative play in each session.

What is being done well?

- Staff are organised and work well together as a team, they have clear roles and responsibilities and organise the space well in the hall to provide. They enable children to feel secure and well settled and have good relationships with them.
- Staff provide children with healthy food and drinks and ensure they meet children's dietary needs. They make snack time a relaxed social occasion.
- The staff have appropriate procedures in place for meeting the needs of any children with SEN. They ensure that children are able to participate in the activities available.
- Staff provide good role models for children's behaviour, they are consistent and ensure children know what is expected of them.
- Staff have good relationships in place with parents and work closely with them. A strong committee of parents is responsible for managing the pre-school. Parents are welcomed into the pre-school to settle children and are also able to help on a rota system.

What needs to be improved?

- Children's access to resources to enable them to self select and return them.

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
5	Provide opportunities for children to be independent when selecting resources.

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 Fairhaven First Steps Pre-school is good. It enables children to make very good progress towards the early learning goals in mathematical and personal social and emotional development and generally good progress in all other areas of learning.

The quality of teaching is generally good. Staff are developing a good knowledge of the Foundation Stage and use this to formulate detailed plans with clear learning objectives. The curriculum planning shows children have a good balance of activities across all areas of learning and stepping, although planning for outdoor play is insufficient. Staff have very good relationships with the children and manage their behaviour well. They provide good role models, give children praise, encouragement and explanations regarding their behaviour if not appropriate. Staff make written assessments of children and use these, with the planning evaluations, to identify where children need to progress. Children with special educational needs are effectively supported at the group.

The leadership and management is generally good. The management committee are strong and supportive of staff attending training to aid their professional development. Committee and staff work well together to ensure the smooth running of the pre-school and are committed to improving the quality of care and education they provide, staff take time to monitor the activities and educational provision. Staff enjoy working with children, they are dedicated and work well together as a team.

Partnerships with parents is very good, they are given a welcome pack giving good information about the pre-school. They are welcome to visit and can stay and settle children as long as needed. Parent share information with staff on a daily basis and can have a more formal appointment to discuss progress annually. Parents are encouraged to be involved in their children's learning by participating in topics and helping in the pre-school.

What is being done well?

- Children are making very good progress towards the early learning goals in personal social and emotional development. They are settled, secure and happy and have good relationships with staff.
- Children are making very good progress towards the early learning goals in mathematics. Staff make good use of the every day activities to help children develop in this area.
- Staff have developed very good relationships with parents, they provide detailed information about their children enabling staff to get to know children well and meet their needs.

- The pre-school has a strong management committee in place who work together with the staff. Both are committed to improving the quality of care and education they provide.

What needs to be improved?

- the opportunities for children to link sounds and letters
- the opportunities for children to use design and making skills and use their own ideas and imaginations
- the opportunities for children to use and learn about ICT
- the planning for outside play.

What has improved since the last inspection?

The pre-school had three key issues to address following the last inspection and have made generally good progress in implementing them.

Key issue 1, use the stepping-stones for planning, to ensure that all area of learning are covered and learning objective are precise. Staff have a new system for planning in place and are developing a good knowledge of the foundation stage. They use this to identify learning objectives and have an effective system for ensuring a balance across the six areas and stepping-stones.

Key issue 2, allow sufficient time and opportunity in topic work for children to explore and absorb new ideas. Staff use repeated discussion and reinforcement with children to ensure they have sufficient time to absorb new ideas and explore.

Key issue 3, refine children's records to provide a clear picture of their progress towards the early learning goals. Staff have implemented the new foundation stage learning story and effectively use this to chart children's progress towards the early learning goals in each area of learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy, well settled and they have good relationships with staff and other children. They can talk about their home life and have very good group discussions. Children behave well, are learning right from they show respect, are polite and well mannered and listen well to others. Children have opportunities to develop their independence. They are learning to share resources and take turns. They learn about their own beliefs and those of others by celebrating birthdays and festivals.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are developing good language skills, they readily engage in discussions, respond enthusiastically to questions at group time and join in with familiar songs and rhymes. Children are learning how to handle books appropriately and understand that print carries meaning. Items around the room are labelled. However they have insufficient opportunities to link sounds and letters through every day play. Children have access to mark making materials and are developing early writing skills.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children have many opportunities to use numbers and count, they can recognise number labels. They are beginning to learn about simple calculations and comparing numbers in practical and fun ways during play. Children understand the concept of size and recognise bigger and smaller, and can compare size in a practical way with discussions about themselves. Children learn about shape and can recognise simple ones, they are introduced to mathematical terms for solid shapes such as cuboids.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children explore and investigate with a range of interesting activities. They learn about change over time growing plants and seeds and discuss different plants at group time studying them using their senses, such as smell with herbs. Children do not have sufficient opportunities to use designing and making skills. They also have limited opportunities to use and learn about ICT. Children are developing a good sense of time and place, learning about where they live and others in the community.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move confidently around the room and are able to avoid obstacles. They can use different equipment with good control and co-ordination. Children show good awareness of space and plan routes in their play such as travelling to put out a fire. They are learning about health and bodily awareness and discuss what we need to make us grow. Children use a range of small and large equipment to develop physical skills. They show good control using mark making equipment.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children can explore different media and material with paint, sand and straw. They move well to the music using scarves, matching movements to the type of music. Children understand sound patterns tapping out rhythms. Children use their imaginations well in role-play such as in the office pretending to be fire fighters. However they do not have sufficient opportunities to use their own ideas and imaginations in art and design. Children learn about using their senses especially touch and smell.

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

- Further develop the planning to provide sufficient opportunities in communication language and literacy for children to link sounds and letters. In knowledge and understanding of the world, for children to practice design and making skills and to learn about and use information and communication technology. In creative development and use their own ideas and imagination in art and design.
- Continue to develop the planning for the use of outdoor play.

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.