



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 224114

DfES Number: 517203

INSPECTION DETAILS

Inspection Date 29/09/2003
Inspector Name Dianne Andrews

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Hodnet Pre-School Playgroup
Setting Address Hodnet Primary School
Shrewsbury Street, Hodnet
MARKETDRAYTON
Shropshire
TF9 3NF

REGISTERED PROVIDER DETAILS

Name The Committee of Hodnet Pre-School Playgroup

ORGANISATION DETAILS

Name Hodnet Pre-School Playgroup
Address Hodnet Primary School
Shrewsbury Street, Hodnet
Market Drayton
Shropshire
TF9 3NS

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

Hodnet Pre-school is an established, voluntary committee run group which operates from a demountable classroom sited in the grounds of Hodnet Primary School. The group has use of an enclosed outdoor play area, the school hall during some sessions and the nature walk and playground within the school grounds. The pre-school serves the local area.

There are currently 39 children on roll from two and a half years to five years old. This includes 29 funded three and four-year-olds. Children attend for a variety of sessions. The group supports children with special needs and those who speak English as an additional language.

The group opens five days a week during term times. Sessions are Monday to Wednesday from 09:00 until 11:30 and 12:15 until 15:15 and Thursday and Friday from 09:00 until 12:00.

Five staff work with the children at various sessions. Over half the staff have early years qualifications to NVQ level 2 or 3. The setting receives support from a foundation stage mentor from the Early Years Development and Childcare Partnership. Staff use aspects of the High Scope teaching and learning methods in the group.

How good is the Day Care?

Hodnet Pre-School provides satisfactory care for children. Staff work well together as a team and are clear about their roles. They interact well with the children and are deployed effectively, involving themselves in the children's activities. There is a warm, welcoming environment.

Staff ensure that children are safe both inside the premises and during outdoor activities. Staff promote the good health of children through appropriate hygiene procedures. Risk assessments have not been carried out to identify and review the safety procedures in place. Fire safety requirements must be reviewed.

There is a good range of toys available to promote sufficient challenge in all areas of development, but activities need to be planned to meet the individual developmental needs of the children attending. The group use some of the High Scope teaching and learning principles; giving the children free choice, time to plan, do and review.

The staff have a good understanding of the care needs of children attending. Parents are not effectively involved in their child's learning and procedures for keeping parents informed about the provision need to be reviewed and improved.

What has improved since the last inspection?

There have been some improvements made since the last inspection but some remain as issues to be addressed.

Details of the parent on the rota helping at each session is now accurately maintained.

The outdoor area is now safely maintained.

There are paper towels available in the toilet area for use by the children when drying hands.

The group have not conducted a risk assessment on the premises and activities.

The fire safety recommendations have not been complied with as fire evacuation notices are not displayed and the fire drill log is insufficiently detailed.

What is being done well?

- Good use is made of the space available.
- Toys and resources are varied and are used to provide a good range of play opportunities.
- Staff are well deployed and monitor children's safety effectively.
- All children are given access to and choice of activity, they are supported in their choices.

What needs to be improved?

- information given to Ofsted regarding changes in staffing and proof held of appropriate vetting procedures completed;
- registration arrangements to show when children, staff and visitors are present;
- the organisation and grouping of children;
- the use of child development observations to inform future planning;
- the identification of risks and hazards within the setting and action to be

taken to ensure children's safety;

- compliance with fire safety recommendations;
- the provision of snacks to ensure healthy and nutritious options are provided;
- the involvement of parents in their child's learning;
- the communication with, and information provided for, parents;
- the inclusion of Ofsted's contact details within the complaints procedure.

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
1	ensure that all changes in staff are notified to Ofsted and that appropriate vetting is completed for all staff;	29/11/2003
6	meet recommendations made by the Fire Safety Officer; displaying of fire evacuation notices and maintaining a detailed fire drill log book.	29/10/2003

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

Std	Recommendation
2	ensure that registration arrangements show the times when children, staff and visitors are present;
2	ensure that children are grouped appropriately to meet their individual needs;
6	conduct a risk assessment on the premises and activities, identifying action to be taken to minimize identified risks;
8	ensure that snacks provided are healthy and nutritious;
12	provide opportunities for parents to receive regular information on their children's progress;

12	include contact details for Ofsted, as the regulatory body, in the complaints procedure available to parents.
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INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Hodnet Pre-school provides generally good nursery education for three and four year old children. Staff have a clear knowledge of the foundation stage curriculum and obtain the support of the Early Years Foundation Stage Mentor. The children are making generally good progress towards the Early Learning Goals.

Children are encouraged to be actively involved in their learning. Staff offer opportunities for children to think, providing activities to enable them to explore and develop independence, but more needs to be done to tailor activities to meet the individual needs of the children attending. Planning is effective in ensuring that the curriculum is well covered. Work still has to be done to develop the record-keeping and assessment system to identify and incorporate the needs of individual children in the planning of the educational programme.

Staff ensure that there is a wide variety of resources available to children and make good use of space available. There are currently no children identified with special educational needs or with English as an additional language attending the setting, although an effective system is in place to provide support.

The leadership and management of the setting has significant weaknesses. Communication between the staff and voluntary management committee is poor however, the staff group work together as a team, providing good role models and creating an effective learning environment.

There are significant weaknesses in the partnerships with parents. Parents are made to feel welcome and are appropriately informed about the playgroup's activities and routines but opportunities for parents' involvement with their child's learning is limited and parents would benefit from the regular exchange of information regarding their child's development and progress. Parents have not been effectively consulted prior to the introduction of changes and a resulting complaint has not been satisfactorily resolved.

What is being done well?

- Children behave appropriately and are aware of the rules within the setting. Staff have high expectations of behaviour and promote children's self esteem through reinforcement and praise.
- Staff create a stimulating environment where children learn through a wide range of practical activities. Children are given time to explore and develop their ideas.
- Three and four year olds are confident, work well independently and take initiative, showing that they are keen to learn. They make decisions, take turns and share with others.

What needs to be improved?

- activities to be tailored to extend the learning for the more able child and offer support for those children requiring additional help;
- assessment and planning need to take into account the developmental needs of individual children;
- organisation of large focus group activities to ensure sufficient challenge for all children;
- parental involvement in the process of monitoring their child's development;
- communication between the staff, committee and parents;
- activities to encourage children's interest in books.

What has improved since the last inspection?

Generally good progress has been made since the last inspection. The group now use the resources provided by the mobile library service in order to supplement their range of books to reflect a diversity of cultures and represent a multicultural society. The staff have included opportunities for children to respond to cultural events and religious festivals, other than those of Christianity within their curriculum planning.

A new assessment system has been implemented which is in its infancy. The staff still need to monitor the effectiveness of the new approach to ensure that it informs parents about children's attainment and progress.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children make generally good progress in personal, social and emotional development. They confidently express their needs and ideas and relate well to each other and adults in the group. They become interested and involved in their play. Children behave appropriately and are aware of the rules within the setting. Staff have high expectations of behaviour and promote children's self esteem through reinforcement and praise.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children make generally good progress in their development of communication, language and literacy. They are confident and fluent speakers and engage easily in conversations with their peers and adults in the group. They listen to adults with interest and respond appropriately. Activities to foster children's interest in books are limited. There is a lack of challenge in most activities for more able children and some activities are not planned to meet the needs of the children attending.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Mathematical development is generally good. Staff provide a range of activities both planned and spontaneous, to encourage the children to extend their learning in number recognition, shape and counting. Children are becoming familiar with number rhymes and explore in a practical way the concepts of addition and subtraction. The learning could be further extended for more able children.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

The development of knowledge and understanding of the world is generally good. Children have planned and spontaneous opportunities to use their senses to explore and investigate. Outings and visitors into the group are introduced to extend and consolidate the children's learning. Children discuss their families, past, present and future events. They have opportunities to look at different festivals and positive images of diversity are evident throughout the pre-school.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

The children are making general good progress in physical development. They access and use a range of tools and large and small equipment, on a daily basis which helps them to develop fine and gross motor skills. They are learning about movement and developing a sense of space. Three and four year olds use construction toys with increasing control. Individual planning could be improved.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Creative development is generally good. Children express their ideas freely through a good range of activities such as role play, painting and modelling. Staff allow children the time to explore and develop their ideas. Three and four year old children confidently sing songs both independently and in large groups during planned sessions. Children play imaginatively in the role play and construction areas, taking on and developing a variety of roles and ideas.

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

- Tailor activities to extend the learning for the more able child and offer support for those children requiring additional help.
- Use assessment and planning to take into account the developmental needs of individual children.
- Improve the organisation of large focus group activities to ensure sufficient challenge for all children.
- Include parents in the process of monitoring their child's development.
- Improve communication between the staff, committee and parents.
- Introduce activities to encourage children's interest in books.

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.