



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 107090

DfES Number: 530101

INSPECTION DETAILS

Inspection Date 22/06/2004
Inspector Name Janice Clark

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Tiny Happy People Pre-School Nursery
Setting Address Easton Christian Family Centre
Beaufort Street, Easton
Bristol
BS5 0SQ

REGISTERED PROVIDER DETAILS

Name The Committee of Easton Families Project

ORGANISATION DETAILS

Name Easton Families Project
Address Easton Christian Family Centre
Beaufort Street, Easton
Bristol
Avon
BS5 0SQ

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

Tiny Happy People Pre-School Nursery has been registered since 1998. It is located in the Easton Family Centre, in a purpose built, self-contained unit on the first floor. Children have access to a large playroom, toilet facilities and an outdoor playing area. The nursery opens Monday - Friday term time only. Sessions are from 09.30 - 12.00 and 12.30 - 03.00 with the option to stay for lunch.

The nursery offers care for children up to five years of age. The facility for children under two years is not yet in operation. Currently 32 children attend throughout the week on a variety of sessions. All children are receiving funding for nursery education; 12 are aged four years and the others are aged three. There are 17 children attending who have English as a second language and the nursery is currently supporting two children with special educational needs.

There are four members of staff who work with the children. All hold, or are working towards a level three qualification in early years. They receive support from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Tiny Happy People Pre-School Nursery provides good care for children. Friendly and approachable staff provide a warm welcome for children and their parents. The environment is bright and cheerful with displays of children's work on the walls. Space is well organised. Excellent use is made of the outside play area creating an 'extended classroom' providing sufficient room for children to play freely. There are sufficient toys available for children. They are safe, bright and stimulating promoting a balance of activities in all areas of learning. All policies and procedures are in place but a few lack necessary detail.

Staff have a good awareness of potential hazards in the nursery and are vigilant about children's safety at all times. They are active in promoting good hygiene practice within the nursery and they encourage children to become independent in

their personal hygiene. Drinks are available at all times. Snacks and meals are varied and nutritious. Staff have a good understanding of what is meant by abuse and neglect. They are confident in their knowledge of the correct procedure to follow in the event of a child protection issue.

Children are interested and involved in their play. Staff interact well with children using play opportunities to promote language development. There is a key worker system in place that works well in practice. The diversity of children's home background is acknowledged and valued. Staff work closely with the parents and professionals to ensure that children's individual needs are being met. Staff are consistent in their management of behaviour and behaviour in the nursery is generally good overall.

Parents are provided with good information about the nursery and it is made available to parents in their local community language. They have regular opportunities both formally and informally to discuss their children's progress and development.

What has improved since the last inspection?

During the last inspection the nursery was asked to request from parents, information regarding medication given to children prior to attending the nursery.

The nursery now has a medication policy in place informing staff of the correct procedure to follow when administering medication. This includes requesting information regarding medicines given prior to children attending. However, this policy is not entirely effective as it does not instruct staff to request a signature from parents to confirm that medication has been administered to their child at nursery.

What is being done well?

- The staff provides a stimulating range and balance of activities that help children to make progress in all areas of their development. Staff interact well with the children, they listen, talk and question children effectively.
- The environment is bright and cheerful with displays of posters, photographs and samples of children's work on the walls. Staff are friendly and approachable leading to a welcoming atmosphere. The premises are clean, well maintained and of an appropriate temperature.
- Children's needs are discussed by parents when they first visit the nursery and during a home visit. Staff are aware of children's likes, dislikes and preferences and these are accommodated whenever possible. Children have access to resources and activities reflecting the diversity of the families attending and the community that the nursery serves.
- A consistent and positive approach to behaviour management ensures that behaviour is generally good overall in the nursery. Staff use 'conflict resolution' to resolve behaviour issues and work closely with parents. Good behaviour is praised and encouraged.

What needs to be improved?

- documents, to ensure that the accident records include the name of the member of staff involved and the treatment given, and that records for the administration of medication are countersigned by parents.

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
7	Devise a system that records the treatment of accidents and includes the name of the member of staff involved. Ensure that documents recording the administration of medication are countersigned by parents.

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

How effective is the nursery education?

Tiny Happy People Pre-School Nursery provides good quality nursery education overall which enables children to make generally good progress towards the early learning goals. The provision for their personal, social and emotional development, communication, language and literacy, knowledge and understanding of the world as well as physical and creative development, is particularly well planned and children are making very good progress in these areas.

Teaching is generally good. Staff plan interesting and stimulating activities that help children to progress along the stepping stones in all six areas of learning, offering challenges in most. However, planning does not ensure that mathematical development is regularly supported to offer challenges to older and more able children. Staff are deployed well, work well as a team and their calm approach promotes a supportive learning environment. Staff know the children well. They regularly observe and record their progress and this is used to inform the planning system of how activities should be adapted to suit the needs of the individual children. All children are involved in all activities.

Leadership and management is generally good. A supportive management structure, regular team meetings and performance reviews ensure that there is good communication between management and staff. Staff are committed to further development and are supportive towards each other. The nursery uses several methods of evaluating and monitoring its care and educational provision including children's progress and development records. However, this is not entirely effective.

The partnership with parents is very good. Parents and staff work together to ensure children settle well into the group. Initial information from parents enables staff to build on early experiences. Parents are encouraged to share their observations of their children's learning in the home.

What is being done well?

- Parents are given ongoing information of the nurseries plans and activities. They are encouraged to continue their children's learning at home. They are welcome to come into the nursery to share their expertise.
- Staff have a positive attitude towards caring for children with special educational needs. They work closely with parents and professionals to ensure continuity of care. Small, achievable targets ensure that children's individual needs are being met.
- Staff are enthusiastic in their teaching. They plan a range of interesting, stimulating activities for children including first hand experiences. They interact, listen and question the children throughout their play and support them appropriately.

What needs to be improved?

- planning, to ensure that mathematical development receives sufficient, regular attention. For example, challenges and opportunities for older and more able children to add, subtract or solve practical problems in every day situations
- the use of monitoring and evaluating details obtained from children's progress and assessment records

What has improved since the last inspection?

The nursery's progress since the last inspection is generally good.

The staff have developed a manageable system for assessing and recording children's progress. This consists of a record of observations of the children's progression along the stepping stones towards the early learning goals. Observations are used to help plan the next stage of children's development. However, these are not used effectively to assist in identifying gaps in children's learning. Parents are encouraged from entry into the nursery to share their knowledge of their children's development. This is then ongoing through regular reviews. Their observations are used to build on children's previous experiences and to help to plan for future development. The nursery now has a good range of IT equipment which is used to support children's development in all areas of learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are excited and eager to learn. They show an interest and happily explore their environment. They independently choose their own activities with little or no help and demonstrate a sense of pride in their achievements as they show staff their creations. Children are developing good self-esteem as they point to photographs of themselves and their carers and recognise their names. They have good relationships with adults and peers and show care and concern for others.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are encouraged to use talk, actions and objects to recall past experiences and to make their needs known. They are beginning to recognise initial sounds, names and familiar words as they use a self-registration system and play in an environment rich with print. They are developing a love for books as they listen to stories and learn to handle books carefully in a comfortable, well-stocked book corner. They are attempting to write for different purposes during their imaginary play.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are beginning to count to ten and beyond e.g. when they jump on a trampoline. They recognise numerals and are surrounded by an environment that is rich in numbers. Children are learning simple adding and subtraction through number rhymes such as 'Five Little Ducks'. Older and more able children do not have regular opportunities to add, subtract or solve practical problems in every day situations. Children are using mathematical language as they learn to manoeuvre a pulley system.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are exploring living things when they observe chicks hatch from eggs in an incubator. They are learning about computers as they practice their 'mouse' skills. They are finding out about their environment during visits to the library, shops and playing field. Children are developing a knowledge of their own cultures and beliefs and those of others as they participate in interesting and varied themed activities that introduce them to different cultural experiences and traditions.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children have access to the outside play area throughout the day providing regular opportunities to practise their large physical skills. They move confidently and safely using large apparatus and manoeuvring wheeled toys with increasing control. Children are observing the effects of activity on their bodies when they listen to their hearts using a stethoscope. They are developing their small manipulative skills as they use their hands and a range of tools to manipulate and shape dough.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children are exploring a range of tools, textures and paints while they experiment with colour. They are developing an awareness of sound through listening games and musical instruments as they practise loud and soft and fast and slow rhythms. They are engaged in range of imaginary experiences, introduced by the staff, representing the community they live in. Children have opportunities to use their imaginative skills to develop their own ideas in art and craft choosing from a variety of media.

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

- Ensure that the programme for mathematical development receives sufficient, regular attention.
- Continue to develop the use of assessment and progress records, to ensure they are fully used to monitor and evaluate children's progress and learning.

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.