



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 206855

DfES Number: 514164

INSPECTION DETAILS

Inspection Date	02/03/2004
Inspector Name	Janet Banham

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Simmondley Pre-school
Setting Address	High Lane Simmondley Glossop Derbyshire SK13 6JN

REGISTERED PROVIDER DETAILS

Name	Simmondley Pre-School 1000503
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ORGANISATION DETAILS

Name	Simmondley Pre-School
Address	High Lane, Simmondley Glossop Derbyshire SK13 6JN

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

Simmondley Pre-school Playgroup was established in 1970.

It leases its own premises which are situated on the edge of the village on a main road with easy access to the centre of Simmondley and Glossop. The provision serves first children from the village and second those from surrounding areas. Children attend for a variety of sessions. There are 46 children on roll of whom 20 three year olds and 11 four year olds are in receipt of funding. There are no children attending who have special educational needs nor have English as a second language.

The provision is open each week day during term time from 09:15 to 11:45 and 12:45 to 15:15. There is a regular staff group of 7, 5 of whom hold relevant qualifications. A further 2 members of staff are working towards a qualification.

The pre-school is managed by a voluntary committee of parents. It is a member of the Pre-school Learning Alliance and is supported by a development worker from Derbyshire's Early Years Development and Childcare Partnership.

How good is the Day Care?

Simmondley Pre-school Playgroup provides good quality care for children.

They are welcomed into an inviting and stimulating environment where space and equipment are used creatively. Staff establish close relationships with the children and the keyworker system enhances knowledge of individual need and development. Children with special needs are fully included in the setting. Behaviour is good. Staff act as positive role models and children respond to their clear guidance and praise. They are happy and settled.

An extensive range of well planned and well presented activities offer children opportunities to explore and investigate play and develop learning skills. Safety awareness and health and hygiene practices are good ensuring the well being of

children. Procedures are comprehensive and clear. The provision follows a healthy eating regime.

Staff develop good relationships with parents who are provided with a comprehensive range of information both at registration and throughout their involvement with pre-school. Information about the children is shared on a daily basis.

The pre-school is managed to a high standard. With the exception of a child protection procedure for allegations against staff, all documentation and recording is well presented and maintained.

What has improved since the last inspection?

Following the previous inspection the setting was asked to devise a system for the recording of medication given to children. This is now in place offering security to staff and parents and adding to the wellbeing of the children.

What is being done well?

- The setting provides an excellent range of good quality, well planned and well presented activities for all children which stimulate their imaginations and extend all areas of learning
- Children and families are welcomed into a warm and caring environment. The accommodation is light and bright, well equipped and decorated with examples of the children's work. Space is used creatively to allow children to move safely and confidently between and around the equipment.
- The staff work very well as a team. They are secure in their roles, know the children well and are able to respond to individual need. They value diversity and use it positively in the setting. They enjoy being with the children and take every opportunity to develop play and learning. They are flexible in their working hours enabling them to cover for emergencies ensuring consistency in the care of the children. All members of the staff team are committed to training to enhance practice.
- The pre-school committee is effective and efficient. A professional approach to the management of the setting has enabled improvements to be carried out to the fabric of the building, to the safety and security of the outside play area and to hand washing facilities enhancing the care and security of the children. The committee also maintains good levels of communication between it and families and staff.

What needs to be improved?

- child protection statement, by the inclusion of the procedure to be followed should an allegation be made against a member of staff

Outcome of the inspection
Good

CONDITIONS OF REGISTRATION
<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
<i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i>

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
13	Ensure the child protection policy statement includes the procedures to be followed in the event of an allegation made against a member of staff.

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

How effective is the nursery education?

Children are making very good progress towards the early learning goals. Children are happy and confident and enjoy learning through a stimulating and innovative range of activities.

The quality of teaching is very good. All staff have secure knowledge and understanding of the early learning goals in all six areas. Plans are detailed and clear and show specific learning objectives. Staff use planning effectively to inform future teaching. Staff know the children well and are very skilled in questioning which challenges and extends thinking. All children are given numerous opportunities to develop independence and creativity. Communication and self esteem is enhanced by high levels of interaction between staff and children. However, more able children could be further challenged by recognising and writing their surname. Children's behaviour is managed well. The group is very well resourced and staff improvise and make props to enhance activities. Space, time and resources are used well to allow children to explore and create freely. Staff continuously aim to extend and develop all areas of learning through planned and spontaneous play.

Children's progress is assessed routinely informing future planning.

The leadership and management of the provision is very good. Strong leadership ensures good early years practice is shared and areas for future development are identified. Training for staff is valued and encouraged. The committee is effective and supportive of the staff team.

The partnership with parents is very good. Staff and parents share information about the children on a daily basis. Children's folders are available each session. Parents receive comprehensive information about the setting and further information about the curriculum and early learning goals when funding is accessed. Parents are invited to share evaluative assessments of their children's learning termly.

What is being done well?

- Staff's sound understanding of the curriculum and assessment enabling them to skilfully question and communicate with the children so that learning and knowledge is extended and challenged. Assessments clearly identify what children are learning and inform future planning.
- Management of the session and the confidence given to children enabling them to access good quality resources to play with purpose and fun, independently or in small or large groups.
- The leadership and commitment of the staff and management of the setting. Children are achieving in all areas of learning.
- The clear expectations that the pre-school works in partnership with parents

and the quality of information afforded to parents about their children's care and learning.

What needs to be improved?

- raising the challenge for older and more able children to recognise their surname

What has improved since the last inspection?

There were no key issues following the last inspection but there were 3 minor items for development. Children now have many opportunities to enhance writing and letter recognition skills through the development of practical and imaginative activities. The computer is now available to all children and regularly used through the employment of a specialist member of staff and an increased range of software. Parents have become more involved with their children's learning through the instigation of children's profiles which are regularly reviewed and their awareness of their child's progress through termly evaluative assessments.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident and separate happily from their carers. They are eager to learn, independently selecting resources. Behaviour is good. Children are encouraged to care for each other, to share and be respectful of adults and peers. They contribute well to group activities, sit and listen attentively. They are given many opportunities to develop independence both in thought and in practical ways. Children are comfortable, responding to adults with a range of emotions.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident communicators. They listen and respond appropriately and are continually challenged by skilful questioning and integration of the staff. There are numerous opportunities for children to write and make marks, although surname recognition is limited for older and more able children. Books and stories are used to good effect, together with magazines and other print incorporated in activities. Phonic recognition is included in games and table activities.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Continual opportunities to consolidate learning of number, shape and colour. Children and staff spontaneously use mathematical language of position, size and quantity in everyday situations such as in role and physical play. Children are aware of pattern and use calculation during practical activities such as weighing and sorting and snack time. Children count confidently and a numerate environment encourages their number recognition.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have a good sense of time and place and understand their locality. They routinely use reflection and prediction skills. They learn how things grow by simple gardening; about the weather through observation and recording. They enjoy a wide range of technical equipment which they are encouraged to use independently. Multi cultural experiences are an integral part of planning; equipment is always available. Many opportunities to develop and practice design and model building skills.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Good use is made of a range of large and small equipment both inside and out. Children move confidently and with control around each other and the equipment, demonstrating a good sense of space. They are co-ordinated and move with care when carrying milk and food to the table. Children develop hygiene awareness routinely and understand the importance of healthy eating. They are confident in using a very wide range of tools and equipment and handle objects with dexterity.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children are able to create and express themselves freely using a broad range of craft, design, role play and fantasy materials and equipment. Children's skills are well developed. Singing, dance, instruments and music feature prominently. Musical appreciation is enhanced by a good selection of varied tapes and instrumental performances.	
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 significant weaknesses to report, but consideration should be given to improving the following:
- encourage older and more able children to identify their surname in written form.

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.