



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 305024

DfES Number: 521731

INSPECTION DETAILS

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| Inspection Date | 18/03/2004 |
| Inspector Name | Sylvia Cornock |

SETTING DETAILS

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| Day Care Type | Sessional Day Care |
| Setting Name | Christleton Pre-school |
| Setting Address | The Scout Hut Whites Lane Christleton CH3 6AH |

REGISTERED PROVIDER DETAILS

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|------|----------------------------------|
| Name | . Christleton PreSchool Committe |
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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

Christleton Under Fives Community Playgroup opened in 1983. It is managed by a parents committee. It operates from one large hall, with a small outside play area, within the scout hut in the rural village of Christleton. The pre-school serves the local area.

The group opens five mornings each week and one afternoon for two terms, January to July, term time only. Sessions are from 09.00 to 11.45 and 12.45 to 15.15 hours.

There are currently 43 children from two to five years of age on roll. This includes 17 funded three year olds and three funded four year olds. Children attend for a variety of sessions. The setting currently supports children with special needs. There are no children who speak English as an additional language.

Three full time staff work with the children of whom two hold a relevant child care qualification, and one is currently working towards a qualification. Two part time staff assist on some sessions, both hold relevant child care qualifications. The setting receives support from a teacher and special needs co-ordinator from Sure Start. The reception class teacher from the local school visits on a regular basis. Staff attend local cluster meetings.

How good is the Day Care?

Christleton Pre-school provides good quality care for children. Staff qualifications are above the required fifty percent, they are enthusiastic and committed to further training to enhance existing good practice. Staff/child ratios are good, which enables children to receive appropriate support and encouragement during each session. The environment offers a warm and welcoming atmosphere where children feel valued. Space is used well, with suitable equipment and furniture provided. All documentation is in place and well kept, but some minor amendments are required.

There are well managed, clear routines that help children feel secure. Staff complete regular risk assessments on the building and equipment. Staff emphasises safety at

all times and children have a good awareness of potential dangers. Children's individual dietary needs are met well, however consideration should be given to the provision of healthier snacks. Aspects of hygiene practices are good throughout the pre-school. Children have equal access to all activities. There is a clear child protection policy for staff and parents.

The pre-school plans a wide variety of interesting and exciting activities both indoors and outside for all children. The large range of good quality equipment ensures children have many opportunities to develop and learn, and to progress to their full potential. Staff know the children well, they encourage them by talking and playing imaginatively, which help children look forward to their day. Staff/child interaction is effective, as a result the children have 'fun' and their behaviour is good.

There are very good relationships with parents. The business-like approach and well documented policies ensure continuity of care for their children. They share information about the children through daily discussion. Parents make positive comments about the care provided.

What has improved since the last inspection?

At the last inspection the pre-school agreed to record the times of arrival and departure of children attending, record all incidents, amend their policy document in relation to behaviour management, and child protection, and to add the regulators name, address and telephone number to their complaints procedure.

All issues have been addressed, the daily register records any differences in children's attendance if they arrive later than the normal time of the session or leave early. A system for the recording of incidents has been formulated and the policy document has been amended to include all relevant information, including the regulators full details, parents have been made aware of the changes

What is being done well?

- The high staff ratios and good qualification levels mean that children's individual needs are being thoroughly assessed and well met during sessions.
- Throughout the pre-school the planned activities provide a wealth of experiences and opportunities that are interesting and exciting, to promote children's welfare and develop their learning skills.
- The toys and equipment are varied, accessible, stimulating, and well set and spaced out, enabling children to freely choose.
- There is a strong emphasis on safety. The use of a door alarm ensures children's safety inside and outside the pre-school.
- The encouragement and praising of children leads to good behaviour, including good personal hygiene, table manners and kindness.

- There are comprehensive well written policies, covering all aspects of the pre-schools work, which is share with parents and understood by all staff.

What needs to be improved?

- further develop the current system to ensure parents countersign the recording of medication administered
- ensure that snacks provided are healthy and nutritious.

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 | amend system for the administration of medication to ensure parents countersign any entries. |
| 8 | Provide more variety when selecting snacks which are healthy and nutritious |

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

How effective is the nursery education?

The provision is acceptable and is of high quality. Children are making very good progress towards the Early Learning Goals, in all six areas of learning. They are happy and confident within the setting and demonstrate a high level of involvement and enjoyment in activities provided.

The quality of teaching is very good. Staff have a secure knowledge and understanding of the Foundation Stage. Planning covers all areas of learning and highlights children's achievements. Organisation of staff and resources enables all children to make very good progress. However children's personal independence skills could be further developed at snack time. Children's behaviour is well managed. Observations and assessments are used to record children's achievements and progress, these are used as a tool to identify the next steps of learning. Staff continually evaluate the assessment system.

The quality of leadership and management is very good. The manager liaises closely with staff to ensure the pre-schools aims are carried out. The regular staff meetings and planning clearly identifies roles and responsibilities, which ensure all children's needs are met. The training and development plans for staff are discussed and staff attend many courses, to further their understanding of the care and education of young children. Monitoring and evaluation of the effectiveness of individual activities are recorded. All staff work hard to improve any areas of weakness identified.

The partnership with parents is very good. Parents receive comprehensive information about the setting, including the educational programme. They are kept informed about the activities children do and the areas of learning that these cover, through informal daily sharing of information and discussions about their child's progress. However this is an area which could be further developed. They are encouraged to be involved with their child's learning.

What is being done well?

- Staff use their knowledge of the Foundation Stage to plan activities to meet children's individual needs. They provide an effective curriculum covering all areas of learning. They support, encourage and challenge children's thinking and provide a stimulating environment, where children are clearly valued and included.
- The effectiveness of the leadership and management in assessing and monitoring the provision for nursery education.
- The children communicate well with each other and staff. They are confident, interested and motivated to learn, and demonstrate a high level of concentration and involvement in activities.

- Children show an interest in books and story time, they listen well and become involved, as they contribute their ideas and understanding of the story being told.
- Children are confident in their mathematical skills, they recognise number operation, count everyday objects, and use mathematical language well to describe shape, size, position and quantity.
- Children express and communicate their ideas through imaginary play, both planned by staff and spontaneously. They express their thoughts and feelings when using musical instruments.
- Partnership with parents is very good. they are provided with good information about the setting and clearly involved in their children's learning.

What needs to be improved?

- the development of children's independence skills at snack time.
- the system for the sharing of information about children's achievements and progress with parents.

What has improved since the last inspection?

The pre-school has made very good progress towards implementing two areas for improvement made at the last inspection.

The pre-school have purchased a variety of programmable toys and equipment, these are freely available for children to select, giving them an understanding of technology.

The introduction of observation sheets enable staff to regularly record children's progress and achievements. these observations are transferred to children's individual assessment profile records and used for their next steps of learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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|------------|-----------|
| Judgement: | Very Good |
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Children are happy, confident and secure within the setting. They develop confidence, independence and self reliance as they select their own activities. Children demonstrate a high level of personal independence, except at snack time. Children's behaviour is very good. They are kind and considerate to each other and treat each other with respect.

COMMUNICATION, LANGUAGE AND LITERACY

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| Judgement: | Very Good |
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All children communicate well with each other and the staff, using language with increasing confidence and developing skill. They are confident when speaking in groups. Dialogue in role play is particularly imaginative, as they discuss their babies in the clinic. Children are learning to recognise their names, can match sounds to letters and letters to form words. Children enjoy stories. They freely select books to support understanding of text.

MATHEMATICAL DEVELOPMENT

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| Judgement: | Very Good |
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The children have many opportunities to use their counting skills, most count to 10 with more able children counting to 22 and beyond. They solve mathematical problems well in planned practical activities, as they use construction kits. They have a good understanding of addition and subtraction, as they sing number rhymes. Children recognise shape, they use language well to describe, size, shape and quantity, when completing drawings, pictures and singing rhymes.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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| Judgement: | Very Good |
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Children learn about the environment through observing the immediate surroundings around them. They visit the local area and take walks by the canal. They examine and explore a wide range of objects, materials and living things by using their senses, they look at similarities, differences, pattern and change and record their findings. They are developing an awareness of the wider world as they celebrate festivals and special events. .

PHYSICAL DEVELOPMENT

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| Judgement: | Very Good |
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Children move around the environment with confidence and good control. They show an awareness of space, themselves and others. They have many opportunities to develop strength and balance through using climbing apparatus and wheeled toys. They understand the importance of keeping healthy as they discuss how they feel after exercise. They handle small tools such as writing implements, scissors, brushes and glue spreaders with good control.

| CREATIVE DEVELOPMENT | |
|---|-----------|
| Judgement: | Very Good |
| <p>The children enjoy exploring colour in imaginative ways through art and craft activities. They use many different textures and materials to create pictures, such as twigs, straw, tissue paper and pulses. They express and communicate their ideas, thoughts and feelings by using a widening range of tools. They enjoy imaginative role play, movement design and singing songs. They use small equipment well, fitting building and construction kits with dexterity.</p> | |

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, there are two points for consideration:
- provide opportunities for children to develop their existing skills of personal independence.
- further develop the system for sharing children's achievements and progress with parents.

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.