



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY234882

DfES Number:

INSPECTION DETAILS

Inspection Date	11/03/2004
Inspector Name	Rachel Castledine

SETTING DETAILS

Day Care Type	Full Day Care, Out of School Day Care, Sessional Day Care
Setting Name	Hawthorn Tree Community Children's Centre
Setting Address	Toot Lane Boston Lincolnshire PE21 0PT

REGISTERED PROVIDER DETAILS

Name	The Committee of Hawthorn Tree Community Children's Centre 1089981
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ORGANISATION DETAILS

Name	Hawthorn Tree Community Children's Centre
Address	Toot Lane Boston Lincolnshire PE21 0PT

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

Hawthorn Tree Community Children's Centre has been registered since September 2002. It is a committee run provision, which delivers the High Scope approach. The Children's Centre operates from their portable building within the grounds of the school. It has two main rooms with a small entrance hall. As well as these areas there is an office, store room and kitchen. There is also an enclosed outdoor play area. It is situated in Fishtoft, a village on the outskirts of Boston. It serves the local area. There are currently 78 children from two to five years on roll. This includes 38 funded three-year-olds and nine four-year-olds. A varying number of children attend the provision out of school hours. Children attend for a variety of sessions. The pre-school supports four children with special needs and two children with English as an additional language.

The pre-school is open from 09:05 to 11:35 followed by an afternoon session from 12:30 - 15:00 during term time. The breakfast club runs from 08:00 - 08:50, followed by the after school club from 15:20 - 18:00pm. The holiday club runs most weeks during the school holidays from 08:00 - 18:00. There are eight staff who work with children. Of these five already hold early years qualifications in childcare, whilst three are working towards an accreditation. The nursery receives support from the Lincolnshire Early Years Development and Childcare Partnership.

How good is the Day Care?

Hawthorn Tree Community Children's Centre provides a good standard of care.

All staff hold an appropriate childcare qualification or are working towards one. The staff team are keen to develop their knowledge and skills and regularly undertake training courses, which they then share with colleagues at staff meetings. Documentation is very well organised and clearly presented.

Staff have a good awareness of potential hazards and create a safe environment for children. Children are encouraged to contribute by taking responsibility for putting toys and equipment away safely. Staff have good procedures for hygiene and

encourage children to learn about this during their daily routines and discussions. The daily snacks do not allow for healthy choices on a regular basis.

The varied play opportunities that the staff provide in line with the High Scope approach allow children to develop necessary and important skills. Children are interested in, and want to play with, what is available, with the emphasis being on choice. However, some of the children's choice of active play within and between the rooms impinged on the play of the remaining children. Children, together with staff are able to review their play at the end of the session. The activities to promote positive images of culture and faith are good. There is a varied and interesting range of equipment both of which are of very good quality for both indoor and outdoor play. Staff are actively involved with the children and their play and are interested and keen to meet the children's needs.

Staff establish and value a positive relationship with parents. They are keen to care for the children according to their parents wishes. Staff maintain records containing important information about children's individual needs which are shared with parents. Parents are invited and encouraged to share time with their child within the pre-school whenever possible, and in particular during the initial settling in period.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Staff give strong emphasis to developing children's independence skills. There is a wide range of toys and equipment of a good quality stored at children's height. These are stimulating and fun and used both indoors and outdoors. Children are well occupied, challenged and interested in their play.
- The experienced and qualified staff team have a clear understanding of their roles and responsibilities. They continue to develop their professional knowledge through further training courses. The team's practice and procedures are reviewed and assessed regularly.
- Staff set good examples and are positive role models for children's behaviour. Staff work together to ensure consistency in approach to managing children's behaviour. Good behaviour is valued and encouraged and children are treated with respect and kindness.

What needs to be improved?

- the organisation of play to ensure that those children who choose active physical play, do not have a detrimental effect on the remaining children
- the opportunities children have to choose a healthy snack on a regular basis.

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
3	Ensure that if children choose active physical play, it can be accommodated without having a detrimental effect on the remaining children.
8	Provide children with the opportunity to choose a healthy snack on a regular basis.

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

How effective is the nursery education?

The children are making very good progress towards the early learning goals. They work within the High Scope framework and follow a programme of active learning where they make choices and become the decision makers and problem solvers. They are happy and eager to start their work.

The quality of teaching is very good. The staff have a good knowledge and understanding of the early learning goals and match them to the High Scope curriculum. Planning is detailed and comprehensive with clear learning objectives, perceptive evaluations and ideas for extension activities. Staff actively interact with the children supporting and enabling their work plans. Overall behaviour is good but at times, when children are moving between rooms, boundaries are not consistently re-inforced by staff. Assessments and anecdotal observations are used effectively as a starting point to improve and extend the learning programme by focusing on children's interests and abilities. Children with special educational needs are very well supported.

The setting benefits from very good leadership and management. The whole team share a commitment to the High Scope philosophy and have undertaken the training. There are clear procedures and systems for planning, assessment and evaluation. Staff regularly review the provision and invite an external adviser to check that they are maintaining focus. The setting has taken steps to arrange training for the committee.

The partnership with parents and carers is very good. They receive written and verbal information regarding the provision and the early learning goals. Visual displays in the welcome area celebrate children's achievements. They are regularly invited to read the anecdotal observations that reflect their child's day and progress is reported twice a year. Parents are represented on the committee and help to make decisions about the setting. Many parents help with funding or attend events at the setting

What is being done well?

- The children are confident and independent, able to take responsibility for their own learning. They are happy and have good dispositions towards learning.
- Staff are perceptive to children's needs, they support and enable their work plans. They actively interact with children and extend the learning potential of the activities.
- The setting benefits from strong leadership with clear goals for continual improvement of the educational standards.

- A very good partnership with parents and carers makes a positive contribution to the children's learning and progress.

What needs to be improved?

- methods for managing children's behaviour when moving from one room to the other
- children's awareness of other people's lifestyles and the differences people may have in speech, appearance and ability.

What has improved since the last inspection?

This is the first inspection

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

The children are learning to concentrate well and eagerly engage in activities. They are confident and independent, selecting resources freely and using their initiative. Overall the children behave very well, they understand the routines and know what is expected of them. Secure friendships are developing and they choose who they work with. The children have a good sense of their own community and are aware of other cultures, however, this does not include a wider range of people.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

The children are learning to communicate well. They confidently use spoken language to describe their actions and to organise their own activities. They express their views, pose questions and make predictions. In imaginative play they develop oral story skills and extend their learning. The children know that print has meaning and watch the staff write down their work plans and they listen with interest to stories. They have many good opportunities to experiment with mark making and writing.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

The children are learning about mathematics through practical activities and everyday situations. They match objects one-to-one and solve simple problems. As they compare and count groups of toys they develop an understanding of addition and subtraction. The children count with confidence to ten, sequence and classify objects according to different attributes and are learning to write numerals correctly. They use the correct mathematical language when selecting basic shapes to make patterns.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

The children are learning to ask why things happen and how things work. They investigate a wide range of materials and objects looking for similarities and differences. Using construction equipment they design and build models, they shape and change recycled materials and use simple tools safely. The children are developing an understanding of time and learn to review their day's activities. They are aware of their immediate environment and know where to locate resources in the setting.

PHYSICAL DEVELOPMENT	
Judgement:	Very Good
The children are learning to move their bodies in different ways and to develop control and co-ordination as they climb, slide and balance on large equipment. They dance freely and imaginatively to music, carefully control a ball and enjoy co-operative games with a parachute. The children learn to listen to their own heartbeat after vigorous activity and to lie very still. They develop hand and eye co-ordination with a wide range of equipment and know how to use small tools safely.	

CREATIVE DEVELOPMENT	
Judgement:	Very Good
The children are learning to express themselves freely through painting, drawing and design. They use a wide variety of materials, colours and textures. The children excitedly explore different musical sounds and make up rhythms using a wide range of percussion instruments from around the world. They enthusiastically take part in singing games and ask to play their favourites. Through role-play they explore situations using their imaginations and further develop their communication skills.	

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 key issues but there are two points for consideration:
- develop children's awareness and appreciation that there are many differences among people, such as life-styles, speech, appearance or abilities
- consistently re-inforce boundaries for children's behaviour when moving between the two classrooms.

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.