



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 404877

DfES Number: 585409

INSPECTION DETAILS

Inspection Date	02/02/2004
Inspector Name	Nicola Mary Eileen Matthews

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Felsted Little Acorns
Setting Address	Felsted Primary School Watch House Green FELSTED CM6 3EB

REGISTERED PROVIDER DETAILS

Name	The Committee of Felsted Little Acorns 1082125
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ORGANISATION DETAILS

Name	Felsted Little Acorns
Address	Felsted Primary School Watch House Green FELSTED CM6 3EB

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

Felsted Little Acorns opened in its present premises in September 2000. It operates from one room, in a demountable building in the grounds of Felsted Primary School. The pre-school serves the local area.

There are currently forty seven children from two to five years on roll. This includes eleven funded three year olds and nineteen funded four year olds. Children attend for a variety of sessions. The setting has no children attending with special educational needs, however, there are some children who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 08:45 until 12:15 and 12:45 until 15:30.

Six part time and one full time member of staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. Four members of staff are currently working towards a recognised early years qualification. The setting receives support from a mentor from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Felsted Little Acorns provides good care for children. The manager has recently updated her qualification. The organisation of space and resources indoors enables the staff to work directly with individual children and still supervise the other children, this ensures children have independent choice through out the session. However, the outdoor organisation does not promote children's safety. There is an effective registration system for children and staff. The visitors book is kept in the primary school office and is not always updated. The environment is very welcoming and staff spend time standing at the entrance speaking to each child and parent as they arrive and depart. The provision is ready for the children as they arrive so they can independently access the wide range of resources. Most of the necessary documentation for the smooth running of the provision is in place and available to

parents.

The regularly conducted risk assessment ensures the building and resources are safe. The use of up to date and accurate recording methods for accidents and medication administered ensures confidentiality is maintained. Children bring a packed meal at lunchtime every day to eat, either at the end of the morning or at the beginning of the afternoon session. The staff are aware of the individual needs of a child and ensure the child's welfare is paramount.

Children's overall development is promoted well. They take part in a wide range of interesting activities and receive sensitive support from the adults. Children's behaviour is good and they know the agreed codes of behaviour for the setting.

The partnership with parents is good. They are encouraged to be part of the committee and are informed by individual letters about activities their child has participated in during a session.

What has improved since the last inspection?

Not applicable

What is being done well?

- The organisation of play materials ensures children have independent access to a wide range of good quality play resources and interesting activities throughout the session to support their overall development.
- Providing the opportunity for children to bring packed lunches, prepares them for lunchtime routines when they start primary school. They are also developing healthy eating habits and are able to independently access packaged food.
- The welcome given to children and parents is very good. Staff take time to say hello and goodbye to each person, which helps to ensure everybody is included and feels valued.
- The effective positive behaviour management strategies ensure children know the agreed codes for the setting and respect each other and the environment.

What needs to be improved?

- the organisation of the outdoor play to minimise accidents
- the record of visitors to ensure that it is signed by all visitors
- the behaviour statement to include bullying.

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
2	Organise outside play activities to ensure that accidents are minimised.
11	Include a statement on bullying in the written behaviour management policy.

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

How effective is the nursery education?

The provision for nursery education at Felsted Little Acorns is good. It enables children to make very good progress towards the early learning goals in their personal, social and emotional and physical development and generally good progress in all other areas of learning.

The quality of teaching is generally good. The staff provide an effective learning environment to promote children's independent attitude to their education. The good quality resources are stored on low level shelving where children can access them as and when they wish. Staff have built good trusting relationships with the children making them feel valued and secure. The adults use effective teaching strategies to encourage children to develop and consolidate their learning and make progress towards the early learning goals. The staff are good role models and treat each other and the environment with respect. The staff have knowledge of the procedures to follow for children with special educational needs.

The clear planning shows learning intentions linked to the stepping stones. The children's assessments are used to inform the planning.

The leadership and management is generally good. The committee are very supportive of the play leader providing equipment to enable her to carry out her role more effectively. Communication between staff is good; they work well as a team, sharing their knowledge and skills.

The partnership with parents is generally good. Parents are provided with good clear written information about the organisation of the setting. They are not fully informed about the Foundation Stage curriculum or able to contribute to the assessment records. They are encouraged to take part in their child's early education through the book lending scheme and information about new rhymes and songs planned in the curriculum.

What is being done well?

- Children are developing very good attitudes and dispositions to independent learning. They are able to seek out a preferred playmate and engage in their chosen play for long periods of uninterrupted time.
- Children are developing very good gross and fine motor skills. They have access to a good range of equipment where they can develop their hand to eye coordination and use large equipment to climb, crawl and peddle on.
- Children are becoming very confident communicators using language for an increasing variety of purposes. They hold conversations during their play where they stick to a main theme, negotiate positions and relay to others their needs.

- Some of the resources available to support children's learning are original and attractive. They stimulate the children's interest and they enjoy playing with them.

What needs to be improved?

- the balance between adult led and child initiated art and craft activities to develop children's involvement and creativity
- children's opportunities to make marks for a purpose, write their own names and hold pencils correctly
- information for parents on the Foundation Stage curriculum and opportunities to contribute to their child's assessment records.

What has improved since the last inspection?

Progress since the last inspection has been generally good. The provider agreed to link the curriculum planning to the learning intentions and to use evaluations to inform the next step for each child. The short term planning is now linked to the stepping stones and is used to inform the developmental records.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children show enjoyment and pleasure when participating in their chosen activity. They sustain long periods of concentration to complete a task and take pride in showing others what they have achieved. Children manage most of their own behaviour in socially acceptable ways. They are building very good relationships with each other. Children are able to experience activities that are linked to cultural events to celebrate their own and other's festivals.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children's communication skills are very good. They use language for a wide variety of reasons, to organise play and reflect on experiences. Children are able to link some sounds with letters and write their name forming the letters correctly, however they are not always encouraged to hold pencils correctly and make marks for a purpose. Children use books for pleasure and reference purposes and enjoy participating in songs and rhymes. They are developing some knowledge of the French language.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are able to count confidently and reliably to ten and some to twenty. They enjoy participating in number games. Children represent numbers accurately using their fingers and know the number after a given one up to ten. They recreate simple patterns in their art and craft work and when using construction resources. Children recognise a variety of shapes. They are developing good simple calculation skills during meaningful play scenarios.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children use a wide range of good quality construction resources to design and build using different techniques. They are developing a good sense of time through sensitive conversations with adults about their home life. Children differentiate between past and present well when talking to others. Children are becoming aware of changes in the environment and substances when recalling the weather and during cooking activities.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently around the play room, negotiating personal space when sitting in large groups and participating in small group imaginative activities on the floor. Children carry boxes of resources and use scissors with increasing safety. They are developing good awareness of healthy practices when meeting their personal needs. Children manipulate small objects with very good control.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children explore colour when using a variety of painting techniques and describe texture accurately using touch. They make recognisable three dimensional designs when building towers and other structures, however their art and craft is very adult led. Children use their imagination very well when manipulating play dough to represent objects like food and snakes and acting out familiar scenarios. Children have good opportunities to experience music and have built up a repertoire of simple songs.	
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

- develop children's experiences in art and craft to provide more balance between adult led and child initiated activities
- provide more opportunities for children to write for a purpose and hold pencils correctly
- provide more information for parents on the Foundation Stage curriculum and opportunities contribute to their child's ongoing assessment records.

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.