



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 314647

DfES Number: 585396

INSPECTION DETAILS

Inspection Date	14/03/2005
Inspector Name	Marian Bvumburai

SETTING DETAILS

Day Care Type	Sessional Day Care, Out of School Day Care
Setting Name	Hessle Pre-School Playgroup
Setting Address	Old School House, The Hourne Hessle North Humberside HU13 9LJ

REGISTERED PROVIDER DETAILS

Name	Ms. Kathleen Rhodes
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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

Hessle Aces Playgroup and Hessle Aces Out of School Club provisions are privately owned. The provisions are based in the Hessle Community Centre premises, located on adjoining grounds to Hessle Church of England Juniors School in Hessle near Hull.

The group have use of four rooms. The pre school is registered for 26 children to attend at any one time for sessional day care, running a session each morning from 09:15 - 11:45 term times only. There are 26 children on roll and 20 of these are in receipt of educational funding. The group is currently supporting some children who have special needs. None of the children attending at present speak English as an additional language.

Hessle Aces Out of School club is registered for 50 children to attend at any one time. Opening times are 07:30 - 18:00, operating a breakfast club 07:30 - 09:00 and after school club 15:30 - 18:00 during term, and full day during school holidays.

Overnight Care is not provided.

Children have access to outdoor play. The provisions are able to use a part of the adjoining securely fenced and gated school grounds to the rear of the premises.

How good is the Day Care?

Hessle Pre-school Playgroup provides satisfactory care for the children. Overall, children are cared for in a safe, warm and welcoming environment, and satisfactory standards of cleanliness are maintained, however, some aspects of the building are in need of repair and improvement. The provision is well managed and organised. An up-to-date register is kept and arrival as well as departure times are recorded for the Out of School children, however, these times are not recorded for children attending playgroup. Children are offered plenty of well planned learning and play opportunities. Records kept are of good standard and easy to follow.

The broad range of resources, furniture and equipment are in good and safe condition. The children are taught and encouraged to practice personal hygiene, and most children wash hands routinely after using the toilet. Effective systems are in place for monitoring access to the area in which children are cared for.

Staff ensure that religious or any other dietary requirements are respected. Children are given nutritious and healthy snacks and drinks. Drinking water is readily available and accessible to children. Children's individual differences are acknowledged and valued. Appropriate procedures are in place to protect children, however, a written procedures to be followed in case of a staff member being accused, and system for recording medicine administered are not in place.

Staff work well with parents to meet the needs of children and regular feedback is given to parents about their child's development. Parents are given meaningful information about the group, however, the complaints procedure needs to be updated.

What has improved since the last inspection?

The group have satisfactorily addressed most of the actions raised at the last inspection, however, the complaints, recording of children's arrival and departure times have not been addressed in full.

What is being done well?

- A key worker system is in operation to ensure that individual children's needs are recognised and addressed.
- Children have free access to a wide range of learning and play opportunities throughout the sessions, which include a good balance of staff-led as well as freeplay activities. The curriculum is based on the six areas of learning.
- Planning is displayed for parents.
- Children are confident, happy and have a sense of belonging. The children are well behaved and have good relationships with their peers and carers.
- Staff have good relationships with parents.
- Each child has an assessment record and parents can look at the file any time. There is photographic evidence to support written information about activities provided.
- Staff actively promote equality of opportunity for all, through celebrations of other cultural and religious festivals. There are also positive images through resources.
- Active involvement of staff to ensure that all children feel valued and included. Staff are committed to improving the service and work closely with outside agencies to support children as well as attending any relevant training.

What needs to be improved?

- the arrangements for heating of the toilet area
- the maintenance of some areas of the building used by children with regard to hygiene and safety standards
- the system for recording medication administered
- the complaints procedure
- the allegations against staff child protection procedure

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There are no complaints to report.

Outcome of the inspection

Satisfactory

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
4	Ensure that the broken radiator is kept inaccessible to children
6	Ensure that standards of hygiene and safety are maintained throughout the building.
7	Ensure that an effective system is in place for recording medication administered to children.
12	Provide parents with a written copy of the complaints procedure which includes the full contact details of the regulatory body (Ofsted).
13	Provide a written procedure for allegations of abuse made against a member of staff or a volunteer.

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

How effective is the nursery education?

Hessle Pre-school Playgroup provides generally good quality education where children make good progress towards the early learning goals through skilful teaching and a wide range of well-thought practical activities. Children make very good progress in mathematics, knowledge and understanding of the world, personal, social and emotional, and creative development. They are making generally good progress in Physical Development and Communication, Language and Literacy.

Teaching is good. Staff have a good knowledge of the early learning goals and plan effectively for children's progress. Children with special needs are well supported and all children are effectively challenged in all areas of learning. The curriculum is effectively structured to help children learn through play and experiences. Staff work effectively as a team to help sessions run smoothly. They are good role models for behaviour and children are well behaved, caring and considerate towards each other. Very good relationships are established with children and their self esteem and confidence is successfully nurtured.

Leadership provides clear goals for staff and they work well as a team. Most of the staff hold a childcare qualification, they are suitably skilled and experienced. The setting receives support from the local authority.

Strong relationships exist with parents, they are verbally and informally given meaningful information about their children, however, there is not a formal system for information sharing. Parents interviewed find the setting welcoming and express satisfaction with the service provided.

What is being done well?

- Children's self esteem and confidence is very well fostered. Their ability to understand the needs of others is very advanced as a consequence and they are polite and considerate to each other in their free play as well as group activities. They demonstrate a strong sense of belonging to the group and approach adults with confidence and self assurance.
- Children's language skills are extensively supported with skilful prompting and open ended questioning to encourage their thinking abilities and vocabulary which promotes good sentence construction and coherent dialogue.
- Children are successfully encouraged to value books through encouragement to look at books and have stories read to them.
- Children's knowledge and understanding of the world is well supported through freedom to explore, and good use of natural materials. Children enjoy using information technology, and in their role play demonstrate a sound understanding of its uses and enhances their imagination.

- Partnership with parents is strong, they are involved in the management of the group through committee representation, and are regularly given meaningful information about their child and the setting.
- When the child leaves the group, the file is given to parents, to pass onto the next provision or school.

What needs to be improved?

- opportunities for all parents to meet with staff and discuss their child's progress and contribute what they know about their child
- opportunities for children to develop hand-eye coordination, independence, fine and gross motor skills through everyday occurring opportunities such as snack time
- children's awareness of the benefits of healthy eating
- re-enforcement of children's learning with regard to manners.

What has improved since the last inspection?

The play now has more children attending. The layout of the room has improved, making it easy for children to get around.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Staff give priority to nurturing children's self esteem. The children are eager to learn, independent and have good relationships with each other and with staff. They respond well to clear explanations of right and wrong, follow instructions reliably and approach familiar adults with confidence. The children are well behaved, caring and helpful to each other. They are polite and able to hold conversations with their peers and adults.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children's vocabulary is broad and their thinking skills are successfully encouraged through open ended questioning. Some children, both three and four year-olds, form recognisable letters and write their own names, however, more opportunities are need to be provided for children to practice writing for different purposes in everyday occurring opportunities, and have more practice. The children listen to stories attentively and show interest in books, understanding that print carries meaning.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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All children demonstrate good number recognition and most count reliably up to 7 and 10. Four year-olds and most three-year olds have a sound concept of numbers up to five and most four year-olds can add and subtract numbers up to five dependably. Staff effectively use registration time to help children think mathematically, for example, counting number children and breaking it down into categories i.e how many girls, how many boys.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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All children explore their environment with confidence; they use modern technology correctly in their role play and use programmable toys skilfully. All children build and construct using a range of materials. The children were planting sunflowers seeds and said they need soil and water to grow. All children learn about cultures and beliefs in practical ways, for example, the had had a wedding, and another time they had celebrated the Chinese New Year.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Most children move with confidence and demonstrate a developing sense of space of themselves and each other as they move. All children handle tools with care and give appropriate respect. Missed opportunities remain, for example, encouraging children to pour their own drinks at snack time, encouraging hand-eye co-ordination, fine and gross motor skills, and independence in everyday occurring opportunities.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children's creative skills are highly developed; both three and four year-olds routinely mix colours and reliably predict how they will change. All children explore natural materials and observe how materials react to different processes, such as making Easter cards. All children enjoy role play and express their ideas well in many different contexts such as stories, music dressing up and role play. Children were observed to enjoy playing in the home corner, helping each other prepare meals.	

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

- Provide opportunities for all parents to meet with staff and discuss their child's progress and contribute what they know about their child.
- Increase opportunities for children to develop hand-eye coordination, independence, fine and gross motor skills through everyday occurring opportunities such as snack time.
- Make children aware of the benefits of healthy eating.
- Ensure re-inforcement of children's learning with regard to manners, for example, remembering to say 'thank you' when given something.

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.