



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 507933

DfES Number: 511671

INSPECTION DETAILS

Inspection Date 17/03/2004
Inspector Name Lynn Reeves

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Northern Preschool
Setting Address Portchester Northern Infants School
Richmond Rise, Portchester
Fareham
Hampshire
PO16 8DG

REGISTERED PROVIDER DETAILS

Name The Committee of Northern Pre-School Committee

ORGANISATION DETAILS

Name Northern Pre-School Committee
Address Portchester Northern Infants School
Richmond Rise
Fareham
Hampshire
PO16 8DG

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

Northern pre-school opened in 1994 and is situated in Northern County Infants School, Portchester, Hampshire. Children use two adjoining rooms close to the main reception area of the school. The pre-school serves families from a large geographical area and is committee run.

The pre-school is registered to provide care for 24 children aged from 2 to 5 years and it is the groups practice to accept children aged from 2 years and 9 months. There are currently 30 children on the role of which sixteen 4 year olds and fourteen 3 years olds are in receipt of government funding. The group offers help and support to children with special educational needs and those who speak English as an additional language.

The pre-school offers sessional care and is open Monday to Friday 09.00 until 11.30 and 12.45 until 15.15 term time only. There are five members of staff who work directly with the children all of which hold childcare qualifications. The committee is comprised of parents plus the Head Teacher of the Infants School and the groups accept help and support from the Pre-school learning Alliance and the Early Years Partnership.

How good is the Day Care?

Northern Pre-school offers good quality care for children. The staff work well as a team and maintain high child: adult ratios to ensure the children receive a caring and supportive environment. The space and resources are organised well and the provision offers a bright, clean and stimulating environment where the children feel settled and secure. Their own designs are displayed on the walls and ceilings, which offers a calming atmosphere and a sense of pride to the children. Documentation is in place, although some have the required details missing.

Most safety procedures are in place. The provision is kept secure and there are effective procedures in place for the safe arrival and collection of children. Health and hygiene practices are encouraged, although there is a weakness in the correct

storage of food. Healthy and nutritious snacks and drinks are provided for the children. Staff have a clear understanding of child protection procedures. They are experienced in working with children who have special needs or English as an additional language.

Staff form good relationships with the children creating a relaxed atmosphere, which enables the children to feel secure and happy. A wide range of interesting and stimulating activities are provided which are well planned to aid the children's progress. Staff incorporate and plan festivals into the curriculum to extend children's knowledge of the wider world. Behaviour management is dealt with effectively; staff remain calm and consistent in their methods. They encourage children to share, take turns and show consideration for others.

Partnership with parents is effective, parents receive a warm welcome and notice boards are clear and informative. Staff are helpful, pleasant and approachable and share information with parents through daily discussions, achievement records, the celebrations board, key workers and termly meetings.

What has improved since the last inspection?

Not applicable

What is being done well?

- Staff, space and resources are well organised to meet children's needs. All staff help to plan and organise the activities and the curriculum. Staff are active in teaching children about safety issues for both inside and outside areas.
- Children's independence is promoted in activities such as pouring drinks themselves and using utensils to help develop their fine motor skills. Mathematical thinking is encouraged and extended through such activities as counting cups and plates. Staff provide a wide range of interesting and stimulating activities for the children.
- Staff set good examples by showing sensitivity and valuing what the children do and say. Children are well behaved and show respect for others around them. Social development and self-esteem is promoted and the children are well mannered.
- Staff encourage parents to be actively involved in their child's learning by such things as the parent rota, fund raising and through daily discussions.

What needs to be improved?

- children's safety by implementing a fire log book and a policy for lost and uncollected children
- the procedures for ensuring food is stored at the appropriate temperature
- the procedures for appointing new staff and maintaining the required details

in the medication and complaints procedure.

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	Ensure children's safety by maintaining and storing food at the required temperature.
14	Introduce a fire log book and a policy for lost and uncollected children.
14	Ensure procedures are in place for appointing new staff and maintain the medicines and complaints procedure with the required details.

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

How effective is the nursery education?

Northern pre-school is acceptable and is of high quality. Children are making very good progress towards the Early Learning Goals.

The quality of teaching is very good. Staff have a thorough understanding of the foundation stage and stepping stones and this is consolidated and implemented into the daily planning which have clearly focused goals. The teaching methods used for 3 and 4 year olds are effective to ensure the children learn and progress. Good relationships are formed between the staff and the children. Staff take time to fully explain situations and value what the children say and do. Behaviour management techniques are good, praise and encouragement is used to increase children's confidence and self esteem and children behave well. The resources are of a good quality and the children have opportunities to play independently. The planning and assessments reflect the children abilities and these are used to inform next stages of planning. The group accept children with special needs and children who speak English as an additional language and there are effective systems in place to support them.

The leadership and management of the setting are very good. There is an effective management structure in place. Staff have clear roles and responsibilities, although some written policies and procedures lack the required details. Staff work well together and have clear lines of communication where new ideas and practices are shared, planned and evaluated.

The partnership with parents is very good. Parents are provided with a range of information via the prospectus, newsletters and notice boards. Good quality information is available for parents detailing the foundation stage and the early learning goals. Parents are kept informed of their child's progress through detailed records and assessments. Parents are given opportunities to contribute towards the children's learning through the rota system, committee meetings and daily discussions.

What is being done well?

- Children are confident and show initiative and independence in choosing the free play activities and self-select resources.
- Children form good relationships with their peers and adults; they share, take turns and behave well.
- Children are developing good communicate skills, recognise their own names and are beginning to write and form letters.
- Children are confident to participate in activities without guidance and use their imagination well in role-play.

- Staff take time to fully explain situations and value what the children say and do. Behaviour management techniques are good with effective strategies and clear explanations given to the children to ensure they learn what is acceptable.
- Staff use open-ended questions to make children think. Staff are deployed effectively and maintain high adult:child ratios.
- Staff provide a good range of activities and resources, which encourage and challenge the children allowing them to make very good progress through the stepping stones.

What needs to be improved?

- the policies and procedures to be maintained with the required details and made available to all staff and parents.

What has improved since the last inspection?

At the last inspection the pre-school was asked to consider to provide opportunities for the children to express themselves and communicate their own ideas through painting and writing.

Provide opportunities to link sounds and letters.

Since the last inspection the group have made very good progress in addressing these issues.

Children have opportunities daily to express themselves and use their imagination when painting and creating their own designs.

Children practice handwriting skills and do incidental writing in the role-play area.

Children link letter and sounds during circle time when talking about letter of the week.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are developing a positive attitude to learning, they self-select resources and remain involved in their play. Children are confident and show initiative and independence in choosing the free-play activities. Children co-operate well by sharing and taking turns. Children are able to sit quietly and show good levels of concentration during circle time and when designing their own creative work. Children form good relationships with their peers and adults and behave well.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's spoken language is developing well; they are beginning to link sounds and letters. They are developing good communication skills when working in small and large groups. Children recognise their own written names. Some are able to write their name in full and all are given opportunities to practice their writing skills in the home corner and to label their own work. Children enjoy books and listening to stories.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children have a sound understanding of number and value and are able to count to 10 confidently. Children broaden their understanding of measurement through activities such as pouring drinks, weighing food and handling light and heavy objects. Children are beginning to use mathematical language to describe and compare shape such as cube, sphere and cylinder. They are developing an understanding of simple addition and subtraction through practical activities and songs.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children investigate objects and materials and compare similarities, patterns and change through activities such as painting, creative design and when using malleable materials. Children observe and identify natural resources and living things when growing seeds and visiting the local environment. They are beginning to know and understand about culture and beliefs through celebrating a range of customs and beliefs. Children have opportunities to use a range of technology and programmable toys.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move with confidence and co-ordination during physical activities such as on the obstacle course. They demonstrate a good spatial awareness and negotiate obstacles well when riding on sit-on toys. Children are gaining good manipulative skills by handling a range of tools such as scissors, spatulas and malleable materials. Children handle tools and objects safely and with increasing control. Most children have some ability for self-care when removing their coats and shoes.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children self-select resources and explore and experiment with different textures, materials and media. Children are able to recognise shape and form in two and three dimensions and create well-formed designs. Children are confident to participate in activities without guidance and play independently with enthusiasm and excitement. Children use their imagination well in role-play and express their thoughts and feelings through singing simple songs and playing musical instruments.

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'
- implement the required details in all policies and procedures and make available to staff and 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.