



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 124953

DfES Number: 532392

INSPECTION DETAILS

Inspection Date 20/04/2004
Inspector Name Denys Rasmussen

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Goslings Pre-School
Setting Address St Georges Church Hall
Elstan Way
Shirley
Surrey
CR0 7QJ

REGISTERED PROVIDER DETAILS

Name Ms Christine Marchant

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

Goslings Pre School opened in 2001. It serves the local area, and operates from a large hall and smaller room within the grounds of St Georges Church.

There are currently 43 children on roll. This includes 18 funded 3-year-olds and 26 funded 4-year-olds. Children attend for a variety of sessions. The pre school offers sessional care from 9:30 until 12:00 Tuesday, Thursday and Friday, term time only and full day care on a Wednesday from 9:30 until 15:00 term time only. The pre school does not operate on a Monday. The pre school supports children with special educational needs.

There are nine staff, six of whom have early years qualifications. There are usually six staff working with the children at each session. The setting receives support from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Goslings Pre School provides good quality care for children.

It offers a warm, welcoming and organised environment. Space is used creatively both indoors and outdoors providing a comfortable and stimulating learning environment. The consistent routine and skilful interaction of the staff ensure the children feel secure and settled. Good interaction between staff and children help develop good relationships.

The group plan daily activities well with a good variety of play resources and provide good learning and play opportunities. The busy but organised environment created, and the consistent and gentle behaviour management encourage the good behaviour of the children.

Good health and safety procedures are in place and positive steps have been taken to enable children to play safely. Generally good hygiene practise is apparent except for when children wash their hands in a communal bowl after playing with paint.

Parents are well informed about the group and the activities on offer, however the child protection procedure is not shared with parents before admission. The group share information with parents about the children on a daily basis and more formally with the child's key worker when necessary, to ensure the individual needs of the child are well met. Documentation is comprehensive and up to date.

What has improved since the last inspection?

At the last inspection the provider agreed to put precautions in place to prevent accidents to children from the heaters, to minimise risk of injury from furniture stored in the bathroom and to have emergency contact numbers in the event of non collection of a child. There has been very good improvement with all actions being met; chairs now restrict children's access to the radiator guards, the furniture is no longer stored in the bathroom and emergency contact numbers are now recorded appropriately.

What is being done well?

- The pre school is well organised with comprehensive policies and procedures. There is an effective induction package for new staff. The environment is welcoming and good use is made of space. The outdoor area has been developed creatively, incorporating all areas of learning including a creative workshop which is used effectively to encourage children to use their imagination in art and design.
- The variety of play resources on offer provide a balanced range of stimulating activities and good play opportunities. Children are happy and the staff interact positively.
- The pre school works well in partnership with parents by having good channels of communication, good information about the setting and by respecting parents wishes.

What needs to be improved?

- hand washing practice.
- the sharing of the child protection procedure with parents before admission to the group.

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	Seek guidance from the infection control nurse as to the use of a communal bucket for hand washing.
13	Share child protection procedures with parents before admission.

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

How effective is the nursery education?

Goslings Pre School offers high quality nursery education where children enjoy learning through a wide range of interesting activities.

Children make very good progress towards the early learning goals. Teaching is very good. The staff's clear knowledge of the foundation stage and their effective planning of a stimulating range of practical activities, with a balance of free play and guided choices help children progress well. There are excellent opportunities for children to use their imagination, to learn about number and problem solving through practical activities, and to link letters and sounds and to understand the world around them. There are limited opportunities for children to learn about simple technology on a day to day basis. Staff allow children the time to solve problems and are skilled at bringing in all areas of learning to expand activities, often with the interest of the child allowing the activity to become child led. The independence and self discipline of the children is excellent, encouraged by the routine and atmosphere of care and respect. There is an effective system in place to provide good support to children with special educational needs.

Leadership and management is very good. The pre school benefits from the commitment and involvement of the owner. Staff development is encouraged. Effective planning and leadership ensure staff understand their roles and responsibilities to work well as a team. Good self evaluation systems in place and a commitment for improvement is evident.

The partnership with parents and carers is very good. Effective communication with parents enables children's individual needs to be met. Parents receive good information about the pre school and the daily activities. Parents are encouraged to share what they know about their child and to be involved in their child's learning. Good relationships are fostered. Parents are well informed about their child's progress.

What is being done well?

- Children are well behaved and independent. They are confident, interested and able to work on their own. They take turns and have good relationships with their peers.
- Staff's clear understanding of the early learning goals leads to well planned activities which engage and sustain children's interest and efforts. Staff use props with skill to enhance children's involvement in story telling and discussion.
- An excellent range of practical activities, competent teaching and stimulating environment ensure that children's progress in all areas of learning is very

good and encourages children to make choices in their play.

- Staff work well as a team, they are positive role models and provide a supportive learning environment in an atmosphere of care and respect. Their positive interaction enhances children's play.

What needs to be improved?

- opportunities for children to use simple technology on a day to day basis.

What has improved since the last inspection?

N/a

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children make very good progress in this area. They display high levels of involvement in activities and persist for extended periods of time. Children talk freely about their home and family and initiate conversations. They behave well, take turns, and help each other. Children operate independently within the setting and have developing self help skills.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children make very good progress in this area. They listen and respond with enjoyment to stories and songs, make up imaginative stories and can predict the end of a story. Children are confident to attempt to write for a variety of purposes and are linking letters to sounds. Children understand that print carries meaning and can recognise their names. They speak confidently, initiate conversations and use language to explore real and imagined experiences.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children make very good progress in this area. They are developing confidence in solving problems during practical activities and have a good knowledge of language to describe and compare shape. Children are developing an understanding of addition and subtraction through practical activities and good use of story and songs.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children make very good progress in this area. They design and construct with confidence using a range of materials and with a purpose in mind. Children investigate objects, materials and living things to find out more about them. They find out about their environment and talk about past and present events in their own lives. Access to simple technology is not always available on a day to day basis. Children are beginning to be aware of their own culture and beliefs and those of others.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children make very good progress in this area. They have an awareness of space and negotiate wheeled toys well; they move from area to area with confidence. Excellent use of the garden encourages physical, creative and imaginative play. Children use a range of small and large equipment well and have good eye hand co-ordination; they cut and thread with skill. They climb, scramble, balance and jump. Children explore malleable materials by patting, stroking, squeezing and rolling.

CREATIVE DEVELOPMENT

Judgement:	Very Good
------------	-----------

Children make very good progress in this area. There are very good opportunities for children to explore and communicate ideas creatively and imaginatively. Children can differentiate colour and choose colour for a purpose. They use representation as a means of communication and play alongside other children who are engaged in the same theme. Children use props well and sing simple songs from memory. They respond to comments and questions, describing their creations.

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:
- Provide more opportunities for children to find out about and identify uses of technology and to have the opportunity to use information and communication technology and or programmable toys.

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.