



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 508047

DfES Number: 516140

INSPECTION DETAILS

Inspection Date 08/07/2003
Inspector Name Lesley, Lynn MacNay

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Heyside Pre-school
Setting Address St. Marks Church Hall
Oldham Road
Heyside
Royton, Oldham
OL2 6LY

REGISTERED PROVIDER DETAILS

Name Mrs. Lyn Rothwell

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

Heyside pre-school was opened in 1966 and is a registered charity. The pre-school operates in St Marks church hall and uses two main rooms. St Marks is situated in a built up area on the outskirts of Royton. The use of the building is shared with other groups in the evening, resulting in all equipment having to be put away at the end of each session. The children have access to an outside play area.

The group are registered to provide full day care for up to 40 children between the ages of two and five years and they are open from 08:30 until 17:00. However children are currently attending between 09:00 and 15:00 during term time only. The pre-school manager is Mrs Lynn Rothwell and the group have a management committee. The pre-school are members of the Pre School Learning Alliance. They are registered to receive education funding for three and four year olds. Thirty seven children are currently in receipt of funding. Of these 28 children are aged three years and nine children are aged four years. The pre-school operates an inclusion policy for children with special educational needs and supports children whose additional language is English. The pre-school receives support from Oldham Early Years Partnership when requested. No smoking and no smacking policies are in operation.

How good is the Day Care?

Heyside Pre-school offers good quality care to children aged two to five years.

The management and organisation of the group is very good. Staff have knowledge and understanding of the pre-schools policies and procedures and have gained child care qualifications. Children have access to a wide selection of stimulating play resources and equipment and the space is organised to meet the children's needs.

Health and safety measures are in place; risk assessments are completed to maintain children's safety. Children are closely supervised as they walk to the outside play area. Procedures for first aid and the administration of medication are used effectively.

Children are able to freely access water at any time and their religious and dietary needs are respected. All children are treated with equal concern and the provision promotes equal opportunities and anti-discriminatory practice. It would further enhance the groups practice if parents and children had access to written displays in dual languages to support those children whose additional language is English.

Children are provided with a wide variety of play experiences and they can easily access the equipment. The programme for children's learning is excellent and thorough planning assessments enable the provision to plan and evaluate individual learning programmes for children. The provision has an inclusion programme for children who have special educational needs.

The partnership with parents is good and those parents interviewed spoke highly of the pre-school, commenting that their children are provided with a well balanced educational programme, to promote their learning. Parents commented positively on their children's development, confidence and self esteem. Parents are provided with good quality information.

What has improved since the last inspection?

Since the previous inspection the group have responded to the action raised and have fitted extra sinks in the toilets and kitchen.

They achieved a Quality Assurance Award with Oldham Early Years Partnership in 2003.

What is being done well?

- good use is made of the space and resources available and younger children are cared for in an area appropriate for their age and development (Standard 2);
- planning is excellent and children are provided with a good range of stimulating activities to encourage learning in all areas of development (Standard 3);
- children can easily access a wide range of stimulating and educational play materials and they engage in solitary and co-operative play with their peers (Standard 5);
- clear risk assessments are in operation to ensure children are safe. Close supervision ensures that children are safely transported to the outside play area (Standard 6);
- parents are fully informed of the groups operation and are able speak to the children's key workers (Standard 12).

An aspect of outstanding practice:

The time and dedication that is given to planning ensures that children are offered extremely good activities. Children's learning is thoroughly evaluated and individual programmes are developed for the children. Parents are involved in the planning as

they complete a section to say what they would like the children to learn during the term and they are involved in homework (Standard 3).

What needs to be improved?

- provide children and parents with access to written information in dual languages (Standard 9)

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
9	provide children and parents with access to written information in dual languages. (Standard 9)

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

How effective is the nursery education?

Heyside Pre-school offers very good pre-school education. Children are making very good progress towards the Early Learning Goals. Children enjoy learning through a wide variety of practical experiences.

The teaching is very good, staff have a good understanding of the Early Learning Goals and stepping stones to learning and they use their observations to make assessments of the children's learning; these are clearly linked to future planning.

The provision supports children with special educational needs and there are experienced staff who have completed training and who work in partnership with other agencies to meet the needs of the children.

The quality of leadership and management of the setting is very good. The manager is conscientious and committed to providing good quality care and teaching. The manager assesses the strengths and weaknesses of the provision and ensures that her staff are kept informed of changes in legislation and training opportunities.

Children are well behaved and staff provide good role models for the children.

The partnership with parents is very good and those parents interviewed spoke highly of the pre-school; commenting that their children are provided with a well balanced educational programme to promote their learning. Parents commented positively on their children's development, confidence and self esteem. Parents are provided with good quality written and visual information.

What is being done well?

- The quality of teaching is very good, children are continually provided with a vast range of experiences and activities to promote their learning.
- Staff have a secure knowledge of the six areas of learning. They develop plans, make regular assessments of the children's achievements and development, using this information to inform future planning.
- Children are confident and caring towards each other and have developed positive relationships with the staff.

What needs to be improved?

- provide greater opportunity for children to identify objects within the setting to further extend their knowledge that print carries meaning.

What has improved since the last inspection?

The pre-school has made very good progress in response to the key issues made at the previous inspection. They have purchased a new climbing frame to offer children greater challenge in climbing and balancing. Children regularly write illustrations on their work to explain their pictures and they are writing their own name on each piece of work and number the pages.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress in this area they are able to express their own needs and are confident, interested and eager to learn. They select resources and display good levels of concentration. Children have formed good relationship with staff and their peers and are sensitive to the needs of others. Children understand right from wrong. Children recognise that they have to walk together to the outside play area and they acknowledge the ground rules.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are making very good progress in this area. Children are fluent communicators, listen well to stories with enjoyment, recall events and respond to instruction. They freely access books, use them correctly, link sounds and letters. Children recognise and write their own names and illustrations on their work. Children can access writing materials at any time. A point for consideration is to provide greater opportunity for children to identify objects through written words.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress in this area. They are confident counters and use mathematical language well to consolidate their learning. They develop mathematical patterns, successfully weigh and measure and use the calculator to make simple additions and subtractions. Some children can count up to ten and beyond. Children recognise shape, sort, sequence and compare heights and weights.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are making very good progress in this area. They learn about nature, science and time, e.g: the life cycle of the caterpillar and can confidently describe how the butterfly emerges from the cocoon. They ask how and why things work and confidently assemble and join construction materials. Children learn about the world around them through festivals, books and discussion. Children show curiosity in computer technology and programmes.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress in this area. They can move confidently, negotiating pathways when walking, running, climbing, balancing, showing increasing control and dexterity. They can kick, catch, hit and throw balls well. Children use one handled tools such as scissors, pouring jugs, funnels and pencils skilfully. Children have a sense of space and can recognise changes in their bodies after exercise.

CREATIVE DEVELOPMENT

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

Children are making very good progress in this area. They can differentiate between colours and can select from a variety of creative materials, produce paintings, chalking, rubbings and craft work; exploring their own creativity and ideas. Children explore musical instruments and recognise how sounds can be changed. They have access to heuristic and sensory play materials, music, dance, role play and stories.

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:

- enable children to identify every day objects through print.

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.