



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 507935

DfES Number: 520562

INSPECTION DETAILS

Inspection Date	10/06/2003
Inspector Name	Catherine Hill

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	LITTLE DEN PRESCHOOL PG
Setting Address	CHAWTON PARK ROAD ALTON ALTON HAMPSHIRE GU34 1RQ

REGISTERED PROVIDER DETAILS

Name	The Committee of LITTLE DEN PRESCHOOL PG
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ORGANISATION DETAILS

Name	LITTLE DEN PRESCHOOL PG
Address	CHAWTON PARK ROAD ALTON HAMPSHIRE GU34 1RQ

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

Little Den Pre-school is a committee run group which has been registered since 1983. It provides sessional care for up to 20 children aged two years nine months to five years. There are currently 34 children on roll. Eighteen of these children are funded (11 four year olds and seven three year olds). There are no children attending the group at present with English as an additional language and only one child with special educational needs.

The pre-school operates from a scout building in the west of Alton, which is in a semi-rural area of Hampshire and serves the local community. The group have access to the kitchen, toilets, main hall and secure outdoor area.

The pre-school opens five days a week during school term time from 09.15 to 12.00 Monday to Friday and also from 12.30 to 15.00 on a Tuesday.

The group employ eight members of staff who work a variety of sessions throughout the week. Two hold early years qualifications and three are currently attending training. The setting liaises and receives teacher support from other groups and local schools, particularly The Butts Primary School.

How good is the Day Care?

Little Den Pre-school provides satisfactory care for children.

Staff organise and set out the premises to provide a welcoming stimulating environment. The layout allows children equal access to resources and scope for both independent and supported learning both inside and outdoors. All relevant documentation is in place but some lacks detail and policy is not always reflected in practice.

An excellent range of activities and supporting equipment are provided. These give children a wealth of opportunities to learn and develop in all skill areas. Children respond well to staff's positive interaction with them and are well behaved and work

co-operatively together.

Staff ensure children are safe and under constant supervision both inside and outside the pre-school. Equipment is regularly checked and well maintained. Staff are active in promoting good health and hygiene practice which in turn becomes good practice for the children.

Partnership with parents is positive. They are kept informed about the pre-school with regular newsletters. Children are cared for according to the parents' wishes and parents are able to discuss any issues with staff daily.

What has improved since the last inspection?

This section does not apply as the previous inspection was a transitional inspection.

What is being done well?

- Staff praise and encourage children throughout the session. Children respond well to adult interaction and willingly try activities.
- Staff act as positive role models with regard to behaviour. Children are well behaved and work co-operatively together.
- Staff provide an excellent range of activities with supporting equipment. Children have a wealth of opportunity to learn and develop in all skill areas.
- Staff organise and set out the premises to provide a welcoming, stimulating environment. The layout allows children equal access to resources and scope for both independent and supported learning.

What needs to be improved?

- the documentation to ensure all necessary detail is covered and practice reflects written policy.

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	
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Std	Recommendation
14	ensure all necessary detail is covered within documentation and that practice reflects written policy.

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

How effective is the nursery education?

The Little Den Preschool Playgroup is providing good care and education for the children. The children are making good progress in all areas of development, and in particular in personal, social and emotional development and communication, language and literacy.

The teaching of the children is good. Staff form good relationships with the children, enabling them to be confident and ready to learn. A good range of practical activities are provided that the children enjoy in a calm relaxing environment. However planning and assessment needs to be developed to ensure children get the most from all activities. Good behaviour is encouraged by staff using lots of praise to develop positive self esteem. Staff gently encourage children to persist and complete activities. There is a good balance of adult led and child initiated activities to encourage children's independence.

Leadership and management is good but there are some weaknesses. The supervisors and committee ensure the provision supports the children's development. Staff are encouraged to take relevant qualifications to improve the quality of the children's learning. All staff are not involved in observation and record keeping. This limits the staffs personal development. The monitoring of staff and the provision could be improved to identify areas for development.

Partnership with parents is good. Parents have very good opinions of the preschool and staff. They are happy with the balance of play and learning. They support the staff well as part of the committee and on the parent rota. Parents are encouraged to participate in children's learning. They send in items related to topics and themes, and use their skills to enhance the children's learning. Parents are given useful information about the preschool via newsletters and the notice board. However more information could be shared about the children's progress and development.

What is being done well?

- Staff provide a calm environment with a good range of enjoyable and interesting activities which are well organised to support the children's learning and development
- Staff and children form good relationships with each other, enabling the children to be confident to talk, ask for help, express feelings and ideas and ready to learn.
- Children are given lots of praise and encouragement. They are gently encouraged to persist with activities to complete them. This ensures children's behaviour is good. They are co-operative and can share and take turns.

- Children sit well and join in at story time, enjoying familiar stories participating well from memory, and learning to link letters to sounds. Children recognise rhyming words and are active constructors of language including their own words. They can use books for a variety of purposes. They are provided with many opportunities to attempt writing throughout the session.
- Parents have very good opinions of the preschool and support the work of the staff well via the committee and parents rota.

What needs to be improved?

- planning details, based on what the child already knows, to include the activity objectives and how the activities can be adapted for children of differing abilities;
- observations and record keeping to inform planning, showing children's progress as well as achievements, linked to the early learning goals and stepping stones and which are shared with all parents on a planned basis, and the involvement of all staff in recording and observations of the children to ensure consistency and personal development;
- assessment and evaluation of all areas of the provision to identify areas for improvement.

What has improved since the last inspection?

Some progress has been made from the points raised at the last inspection, planning and assessment covers the six areas of learning. The assessments do not show the children's progress as well as their achievements. This impacts on the planning of activities based on what the children know to ensure all the children are making progress.

Planning is not detailed enough to show the activity objectives and how it will be adapted for children of differing abilities.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Staff and children form good relationships with each other. This develops children's self esteem enabling them to be confident to ask for help and ready to learn. Children's behaviour is good as a result of praise and encouragement given by the staff. They are gently encouraged to persist with activities to complete them when making spiders. They are co-operative and can share and take turns.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children talk confidently to staff, each other and other adults. They can express feelings and ideas. Children sit well and join in with Ants in their Pants story at circle time from memory. Children are provided with many opportunities to attempt writing throughout the session and are encouraged to write their names on work. Children recognise rhyming words and are active constructors of language.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are given many opportunities to count and calculate in every day activities. Most children can count to ten, staff reinforce number recognition with the use of a number chart. Some children know larger numbers. Children are given good opportunities to develop mathematical language and thinking through craft and other activities. Staff miss opportunities for children to recognise, talk about and recreate patterns during ink- stamping activity.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are given good opportunities which they enjoy to investigate the natural world and notice change through a varied and interesting nature table, looking at tadpoles, and spiders, with a variety of different magnifying glasses, which are linked to themes. Planning shows children are given many opportunities to explore the local environment. They are confident to discuss the supermarkets they know. More opportunities could be planned to show how children become aware of different cultures.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are given good opportunities to enjoy a range of physical activities using both large and small equipment e.g. climbing frame/ trampoline/ bikes, throwing and catching balls. Many of the children are very skilful in this area. Staff provide and help children use a variety of small tools including pens, scissors, brushes and clay modelling tools in an appropriate manner to develop fine motor skills at craft activities such as clay hand prints and making spiders.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Staff plan interesting craft activities for the children that they enjoy, giving them the opportunity to use imagination and explore texture, colour and shape. Some staff give children the opportunity to enjoy the process of creativity giving guidance through discussion and provision of suitable materials rather than focusing on the end product. Children recognise rhyme through stories and join in action songs from memory. They enjoy creating their own words like rumply.	
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

- ensure planning documentation includes sufficient detail to enable staff to be aware of the learning objectives of activities and how they can be adapted for different abilities, based on the Foundation Stage and stepping stones;
- ensure assessment records include details of children's progress as well as achievements based on the Foundation Stage and early learning goals and that these are shared with all parents on a planned basis;
- devise effective systems to monitor and evaluate all areas of the setting including staff and activities, to identify areas for improvement.

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.