



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 402293

DfES Number: 521042

INSPECTION DETAILS

Inspection Date	09/02/2004
Inspector Name	Janette Elaina Langford

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	HCA Pre-School
Setting Address	Community Centre-Pooles Lane Hullbridge Hockley Essex SS5 6PA

REGISTERED PROVIDER DETAILS

Name	The Committee of Hullbridge Community Association 271588
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ORGANISATION DETAILS

Name	Hullbridge Community Association
Address	Community Centre-Pooles Lane Hullbridge Hockley Essex SS5 6PA

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

HCA Pre-school opened in 1971. It operates from two rooms in a community centre in Hullbridge. The pre-school serves the local area.

There are currently 84 children from 2 to 5 years on roll. This includes 28 funded 3 year olds and 15 funded 4 year olds. Children attend for a variety of sessions. The setting currently supports a small number of children with special needs but there are no children currently attending who speak English as an additional language.

The group opens five days a week all year round. Sessions for three and four year olds are from 09:15 until 12:15 and from 13:00 until 15:30 every day, with the exception of Thursday afternoon. Children from two to three years attend Monday, Tuesday, Thursday and Friday mornings from 09:15 until 11:15

Ten part time and one full time member of staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. Two members of staff are currently working towards a recognised early years qualification. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

HCA Pre-school provides good care for children.

The staff are committed to ongoing training and the provision is well ordered with a good deployment of staff. There is currently no formal key worker system in place but there are plans to develop this. The premises is warm and welcoming and children aged two to three years spend most of their time together in the smaller room. There is sufficient good quality equipment between the two rooms to meet the needs of the children. Documentation is well kept and readily available, the operational plan contains all the necessary policies and procedures.

There are stringent procedures to keep children safe on the premises and children

are kept under close supervision at all times. Staff are active in promoting most good health practices and children are frequently encouraged to wash their hands, but the arrangements are not always satisfactory. Children are given a choice of healthy snacks and drinks during the session and staff are highly aware of children with allergies. Staff are aware of their responsibilities regarding child protection.

Children are cared for according to their individual needs and a balanced range of interesting activities are available. There are resources to reflect our similarities and differences and activities regarding different festivals are planned. Staff are aware that some children have special needs and there are effective systems in place to support them with the added benefit of two trained special needs co-ordinators. Staff have high expectations of children's behaviour and children behave well.

Parents are encouraged to help in the sessions and some parents help with lunches. They are given sufficient information about the setting in the prospectus and have access to notice boards. Parents are comfortable with staff and feel able to approach them with any concerns. Staff are aware of confidentiality and have an office available to them to discuss any issues with parents.

What has improved since the last inspection?

At the last inspection the manager was asked to review and update some policies in line with the National Standards. The complaints policy, child protection policy, emergency treatment procedure and behaviour policy have all been updated. The manager was asked to comply with Fire Officer recommendations following a fire inspection and this was addressed. The manager was asked to ensure that suitable vetting procedures were followed and this was completed.

What is being done well?

- Children behave well, they know the simple rules and respect the staff. They are active in helping to tidy away the equipment and can sit well together in groups, understanding that they must listen and take their turns.
- There are many activities planned for the children aged two to three years in the smaller room including collage, colouring and puzzles. Staff encourage the children to develop their social skills and language to help them get ready to mix with the older children when they are three years.
- Children with special needs are well supported. There are two staff who are trained as special needs co-ordinators and they work closely together with other professionals to ensure that children are able to reach their full potential.

What needs to be improved?

- the arrangements provided for children to wash their hands.

Outcome of the inspection
Good

CONDITIONS OF REGISTRATION
<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
<i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i>

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	Improve the arrangements for children to wash their hands.

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

How effective is the nursery education?

The provision for nursery education at HCA Pre-school is good. It enables children to make very good progress towards the early learning goals in their personal, social and emotional development, mathematical development and knowledge and understanding of the world. Children make generally good progress in all other areas of learning.

Teaching is very good. Staff understand how children learn and know them as individuals. They expand the activities to include many areas of learning and draw children in to keep their full attention. Planning is effective, includes links to the stepping stones and shows options according to a child's ability. Observations and assessments are used to help with further planning. Thoughtful staff deployment ensures that children are fully supported in their learning.

Leadership and management is very good. The committee oversees premises issues and the manager oversees the day to day running of the setting. She meets regularly with the supervisors and staff to ensure good communication and encourages training. The manager co-ordinates and filters all information from the EYDCP and the PSLA etc to ensure the staff are kept fully up to date with current issues. The manager and staff are committed to the improvement of care and education for all children and are currently making plans to develop the setting.

Partnership with parents is generally good. Parents are provided with some information regarding the curriculum and are aware of topics covered by looking on the notice boards. They have newsletters several times a year and are given a written report when their child leaves. Although there are no formal arrangements for discussing their child's progress, parents are able to speak to staff. Some parents help occasionally during sessions.

What is being done well?

- Children like to help staff and each other, for instance by helping their friends to complete puzzles; older children helping younger children clean a table with a cloth and showing each other books.
- Children show wonder and are enthralled with activities that encourage them to make sense of our world. For example looking at different insects, exploring how they might feel and matching them in pictures.
- Children use numbers spontaneously during their play, counting footprint mats as they lay them down for example, or guessing how many holes they have made in the play dough with a tool.
- Staff motivate children to learn by using activities to incorporate as many areas of learning as possible. For example, using a large board and felt shapes to tell 'Goldilocks and the Three Bears' story encouraged counting,

positional and size language, matching, vocabulary and imagination.

What needs to be improved?

- the consistency of methods used to develop children's understanding of sounds and names of letters.

What has improved since the last inspection?

The setting has made very good progress since the last inspection and has reviewed the procedures for assessing and recording the children's attainment and progress. They have also improved the storage of equipment so that children can access resources easily.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested, motivated to learn and to try new things. They are enthusiastic and volunteer to take part in group work. Children seek out others to share experiences and show a sense of trust towards adults. Some children show care and concern for one another and enjoy being given purposeful things to do such as sweeping up or washing tables. Children talk freely about their homes and families and are developing some understanding of the views of others.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are clear, confident speakers and initiate conversations with adults and each other. They clearly enjoy handling books, pay attention to stories and some children talk through their actions. Children are beginning to recognise some letters and their sounds although occasionally there are inconsistent methods used to help them. They are aware that print carries meaning, enjoy mark making and are sometimes asked to attempt writing their names on their work.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are using number language spontaneously in their play. They can count accurately up to ten and some beyond this number. Children can recognise some numerals. A large abacus encourages understanding of simple calculations and children are familiar with using this during number songs and rhymes. Children have frequent opportunities to develop their understanding of shape space and measure through practical activities, such as measuring themselves against a large fixed ruler.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have many opportunities to explore and investigate objects and materials and to use their sense. They have activities to help them find out about living things and look at man-made objects. There are chances for children to learn about everyday technology by using the computer, calculators and laptops. Children are beginning to develop a sense of time and find out about their local environment. There are activities for children to help them appreciate other cultures and beliefs.

PHYSICAL DEVELOPMENT	
Judgement:	Generally Good
Children can manage their bodies to create intended movements and have opportunities to jump, balance and move with co-ordination and control. Four year olds have regular P.E. sessions to familiarise themselves with getting changed and following instructions. Children are developing good hand-eye co-ordination through manipulation of small items and understand the use of tools and what effects they can make. Children are developing an understanding of healthy eating.	

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Activities to help children learn about and explore texture, shape and form are provided through practical experiences. Children are developing their creative skills through use of media and materials and can use their own ideas in art and design. There are props to support and encourage children to use their imagination in role-play. Musical instruments are available and used by children in planned activities.	

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

- improve the consistency of methods used to develop children's understanding of sounds and names of letters.

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.