



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 208249

DfES Number:

INSPECTION DETAILS

Inspection Date	22/10/2004
Inspector Name	Julie Kim Davies

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Priorslee Pre-School
Setting Address	Priorslee Avenue Priorslee Telford Shropshire TF2 9NR

REGISTERED PROVIDER DETAILS

Name	Mrs. Vicki Cooke
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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

Priorslee Pre-School opened in 1991. It operates from one main room in a community building in Telford, Shropshire. A maximum of 24 children may attend the nursery at any one time. The group is opens each weekday from 9:15 until 11:45 and 12:45 to 15:15.

There are currently 39 children from 2 years 6 months to 5 years on roll. Of these 33 children receive funding for nursery education. Children come from a wide catchment area, as most of their parents travel in to work or live locally. The nursery currently supports a number of children with special educational needs, and also supports a number of children who speak English as an additional language.

The setting employs five staff. All have early years qualifications to NVQ level 2 or 3. The pre-school receives support from a teacher/mentor from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Priorslee Pre-School provides good quality care for children. There are effective procedures in place for appointing and vetting staff. Staff are suitably qualified and experienced to provide care to children. The management and staff are committed to attending relevant training to keep their skills and knowledge up to date and relevant.

The staff provide a safe, secure child-focused environment. There is well-organised and safe play space indoors and outdoors. The furniture and equipment provided are suitable for children's use and help to create a comfortable play environment. Resources are well cared for and staff provide children with varied of play and learning activities.

All children receive sensitive care and attention from the staff. Behaviour is good and is supported by the use of appropriate praise. Children are encouraged to develop independence with personal care skills. Attention to overall safety is good with a

range of policies and procedures in place. However, the impact of the hot water situation within the children's toilets has led to a situation where bowls of water are used for hand washing to ensure the temperature is safe; but this system is inadequate and poses health issues of cross contamination, which staff need to review. Varied snacks are provided to meet children's individual needs.

The setting's equality and special needs policies are positively implemented, with all children treated as individuals. Effective policies, procedures and staff training help to ensure that children's needs are met. There are appropriate systems in place to keep parents informed and foster good working relationships. There is a good range of documentation in place, which is stored appropriately, to support all aspects of the service, with the exception of an operational plan. This is in draft form and requires completing and sharing with parents.

What has improved since the last inspection?

At the last inspection five actions were raised and with the exception of one have all been suitably addressed. They were:

Make sure electrical sockets and cables are safe - sockets covers in use and no cables are evident.

Make sure the complaints procedure detailed Ofsted as the regulator - this has been added.

Ensure all staff are vetted through Ofsted and the Criminal Records Bureau - this has been addressed.

Record visitors attendance - recording system in place.

Ensure heaters are safe - the heating system thermostat has been set to ensure heaters do not become too hot.

The issue of water temperature in the toilet sinks has yet to be addressed and is the responsibility of the community centre. The staff and committee continue to pursue a suitable resolution. Staff have taken the decision to prevent children using these sinks, to safe guard them. However, this has raised further issues, which are included in the area for improvement section of this report.

What is being done well?

- Effective systems are in place to monitor and record all children's progress and achievements.
- The staff know the children well and provide sensitive care and attention.
- There is a commitment to ongoing staff training to support all aspects of the service provided.

- Children's behaviour is managed consistently, use of praise is promoted and staff are good role models for the children.
- The staff team take positive steps to foster and promote effective working relationships with parents to ensure children's needs are understood.

What needs to be improved?

- availability to parents of the completed operational plan
- the children's hand washing facilities to minimise the risk of cross contamination.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

Concerns were raised about hygiene procedures. This relates to Standard 7: Health. We asked the provider to investigate and report back to Ofsted within 10 working days. The provider reported that appropriate steps have been taken to address any shortfalls. Ofsted is satisfied that the registered person has taken appropriate steps to address the concern, and the provider remains qualified for registration.

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
2	Ensure the draft operational plan is finalised and made available to parents.
7	Improve the children's hand washing facilities to promote good hygiene.

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

How effective is the nursery education?

The effectiveness of the nursery education is generally good. Children are making generally good progress towards the early learning goals. Children participate in a variety of learning opportunities and activities. However, staff do not always utilise opportunities to extend children's learning or provide greater challenges for more able children. There are good arrangements in place for supporting children with special needs.

The quality of teaching is generally good, although there are some weaknesses in the way staff provide suitable challenges for three and four year olds. Staff miss opportunities to extend children's learning. Staff access regular training and have a developing understanding of the Foundation Stage and curriculum planning. The key worker system enables staff to focus on individual children's needs. Staff are committed to providing the children with a varied range of learning opportunities and most children are motivated and stimulated by the opportunities available to them. The staff plan and prepare all activities, which leaves limited opportunities for children to engage in self chosen or initiated activities.

The leadership and management of the setting are generally good. Staff are aware of their roles and responsibilities and the new committee are working hard to support the pre-school. The chairperson is aware of the committee's role to support staff in assessing the strengths and weaknesses of the teaching methods employed. However, systems to do this have yet to be developed.

The partnership with parents is very good. The staff provide parents with daily feedback about their child and parents are informed they can request a meeting at any time to discuss progress in greater detail. Child records are available to parents. A good range of information is obtained from parents prior to children starting and details about the pre-school and early years issues are regularly available.

What is being done well?

- The support for children with specific needs is very good. Staff work closely with parents and other professionals to meet the needs of the children.
- Partnership with parents is very good. Staff provide parents with information about their child's progress on a regular basis through daily contact, written reports and parent meetings.
- Staff take steps to promote children's physical development through fun and varied play experiences.

What needs to be improved?

- staff's knowledge and understanding of ways to support and increase challenge to older or more able children, within a range of play activities and learning experiences
- opportunities for children to engage in self initiated activities
- the committee's support to staff in assessing the strengths and weaknesses of the teaching methods employed.

What has improved since the last inspection?
Not applicable, as this is the first nursery education inspection.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children aged three and four are confident and interested to learn, accessing a variety of activities provided by staff. They develop good relationships with their peers and adults. They are beginning to develop awareness that people have different views, needs, cultures and beliefs. They have opportunities to work in small and large groups or individually with staff.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children speak confidently, listen and respond in a range of circumstances. Most play imaginatively, expressing their thoughts and feelings in role-play. All children enjoy books, singing songs and reciting nursery rhymes as part of an organised group activity or spontaneously. Some four year olds can write their own names. However, they are not always challenged sufficiently to extend their learning.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children have access to numbers in a variety of formats and use numbers in familiar contexts. Children aged three and four can count confidently to eight, with more able children beginning to count beyond. The children are accessing activities where they can learn about space, shape measure, pattern and sequencing. However, they are not always questioned and challenged sufficiently to extend their learning.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Three and four year olds use the varied range of equipment and resources to explore, find out about and experiment within their play. They use construction toys with meaning, although they have limited opportunities for selecting equipment and tools of their choosing. Children have opportunities to use everyday technology in play activities. They talk about events in their lives and are developing a sense of time and place.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move confidently and with control and can run, walk and use a variety of equipment that helps them develop their physical skills. They access activities, which help them to develop climbing and balancing skills. Three and four year olds use a range of materials, tools and equipment with increasing meaning and control. They are beginning to have an awareness of their own bodies and developing understanding of how to keep them healthy.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children use their imagination within a wide variety of activities. They enjoy role-play, dance and music and using resources. Adults sometimes complete tasks thus restricting children's opportunities to develop skills for example, giving adult drawn spiders web to complete. Children have access to a varied range of materials so that they can explore texture, form and shape and use their senses and communicate their ideas and thoughts.	
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

- There are three key issues arising from this inspection:
- develop staff's knowledge and understanding of ways to support and increase challenge to older or more able children, within a range of play activities and learning experiences
- improve opportunities for children to engage in self initiated activities
- develop systems to be used by the committee to support staff in assessing the strengths and weaknesses of the teaching methods employed.

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.