



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 254178

DfES Number:

INSPECTION DETAILS

Inspection Date 29/06/2004
Inspector Name Lesley Gadd

SETTING DETAILS

Day Care Type Full Day Care, Out of School Day Care
Setting Name Morley Under Fives Pre School
Setting Address Deopham Road
Morley St. Botolph
Wymondham
Norfolk
NR18 9TS

REGISTERED PROVIDER DETAILS

Name The Committee of Morley Under Fives Pre School 1036636

ORGANISATION DETAILS

Name Morley Under Fives Pre School
Address Deopham Road
Morley St. Botolph
Wymondham
Norfolk
NR18 9TS

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

Morley under Fives Pre-school and Out of School Club opened in 2001. It operates from a static mobile classroom in the grounds of Morley Primary School, in the village of Morley, near Wymondham. Children who attend come from the village and surrounding area. There are currently 92 children on roll. This includes 28 funded 3-year-olds and 27 funded 4-year-olds. Children attend for a variety of sessions. The setting supports children with special educational needs. There are no children who speak English as an additional language. The pre-school opens five days a week during school term times. Nursery sessions currently operate 09:00 to 11:40 with the option of staying until 12:30 to eat a packed lunch. Children attending the nursery session can stay for the afternoon session until 15:00. The out of school club runs from 07:40 until 8:40 and from 15.15 until 18:15 from Monday until Friday. The setting is open during school term times only.

Six members of staff work with the children on a part-time basis. Three members of staff have early years qualifications to level three and other staff are continuing working towards a recognised qualification. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Morley under Fives Pre-school and Out of School Club provides good quality care for children aged two to under eight years.

A secure, friendly and stimulating environment is provided for children, which helps them to settle, be confident and happy. An effective key worker system is in place. The premises are child-centred with attractive displays of children's work. The good range of toys and equipment is easily accessible to children, who are encouraged to self-select activities. Documentation is well organised although some policies are out of date.

Children are learning appropriate hygiene practices through the daily routine. Staff have a sound knowledge of dietary requirements, to prevent the risk of allergic

reaction and nutritious snacks are provided. Good deployment of staff and clear procedures to identify risks, ensures children are able to play in a safe environment. The procedures for the protection of children are detailed to support children's safety.

Children's interest is maintained by the stimulating range of activities provided. They move freely between play situations and concentrate for long periods at their self chosen activity, playing imaginatively inside and outside. Staff support children well and value their achievements. Individual needs are met and strong relationships in place. Children are learning to manage their own behaviour, through explanations and reminders of the simple, positive rules in the pre-school.

Secure relationships are in place with parents who value the approachable, helpful staff group. Parents are provided with clear information regarding the operation of the pre-school and are able to be involved in all aspects.

What has improved since the last inspection?

At the last inspection the setting was asked to ensure all staff were vetted and this process has now been completed. They were asked to ensure access to the building was secure and this has been achieved through additional security arrangements.

What is being done well?

- An interesting, stimulating range of activities is provided and children are very well occupied and concentrate for long periods at their self-chosen activity. Activities provide for all areas of children's development and encourage their imagination and creativity. Staff provide appropriate support and encouragement, sitting at the children's level and valuing and encouraging their play and learning. Staff are committed to further developing their skills through ongoing training.
- A welcoming, child centred environment is created, with attractive displays of children's own creative work and a well organised and arranged playroom. There are clearly defined areas for different types of play inside and outside and a comfortable book corner. Children are eager to attend.
- The children's safety is given high priority and the setting has made sure the premises are secure, with effective systems in place for the safe arrival and collection of children. Reliable plans for fire safety and emergency evacuation are in place and relevant insurance held.
- The setting demonstrates a strong commitment to working with parents to support the children's welfare. They take time to settle parents and children in a manner that suits different families and in this way ensure children's individual needs are met. Good information is given about the children's care and parents speak very positively about their children's experience of the setting, with comments such as '...the staff are very friendly and attentive', '...there is a good range of activities' and '... there is good support for parents'.

What needs to be improved?

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| <ul style="list-style-type: none">• policies, to meet current standards. |
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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>
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<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
14	Update policies to comply with the current National Standards, paying particular attention to complaints and child protection.

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 Morley Under Fives Pre-school is very good. It enables children to make very good progress towards the early learning goals in all areas of learning.

The quality of teaching is very good. Staff work well together with clear roles and responsibilities, focussing on children's individual needs. They plan a wide variety of play situations and create activities to provide an environment in which children are developing independence and confidence. Staff question children effectively and provide appropriate challenges for children to encourage them to think. Good relationships are in place. The management team has a sound knowledge of the Early Learning Goals and supports the assistants in improving their knowledge. Detailed plans are in place, which clearly show the learning intention for the children. These are effectively evaluated to inform future planning. The setting has recently implemented 'learning stories' and staff are carrying out observations to use in assessments. These are not currently so well documented.

Leadership and management is very good. Staff are provided with clear leadership by the management team with the support of the committee. Roles are clear. Staff appraisals identify developmental needs and staff are given access to training. Regular meetings enable staff to plan and evaluate effectively and the advice given by the link teacher from the Early Years Development and Childcare Partnership is valued by the setting in helping to monitor the provision.

The partnership with parents is very good and the relationship with parents has a positive effect on children's learning. Parents are well informed through regular newsletters and informative displays, advising of the current topic and ways in which they can help their children learn; however parents are not currently fully aware of the assessment process.

What is being done well?

- Staff have a sound knowledge of the foundation stage curriculum and of how young children learn. This enables them to make good use of space and resources and to offer positive teaching strategies. As a result children are offered a rich environment to promote learning in all areas.
- Children are confident and independent learners. Positive attention is given to developing children's personal and social skills that enables them to approach learning with interest and enthusiasm.
- Staff provide lots of opportunities for children to paint, draw and make marks in a range of play situations and the children's pre-writing skills are progressing well.

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| <ul style="list-style-type: none">● Children's creative development is well fostered. They have good opportunities to explore colour, texture, form and shape in their art work. |
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What needs to be improved?

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| <ul style="list-style-type: none">● the use of assessments and parental involvement. |
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What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children have a very positive approach to learning. They listen attentively, join in with activities, initiate play and concentrate at activities for long periods. Staff value children's achievements and invite other children to share in their discoveries. Friendships are encouraged; children are caring and enjoy good relationships. Staff consult with children when planning future activities and they make effective contributions to the discussion. Children behave well.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident communicators. They readily converse with adults and each other and contribute willingly at group times. They enjoy listening to stories and join in with familiar refrains or act out roles in the story being told. They are learning that books can be used for a variety of purposes and that words have meaning when writing poems. Opportunities are provided in everyday situations to encourage all children to mark make and older/more able children write their names.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

An interest in numbers is being encouraged through everyday events and planned activities. Children count and record the number of figures they can hold in their hand, matching the number to the written numeral. They calculate when singing action songs and use mathematical language with confidence. They are learning to sequence when planting beans and other plants and about shape and capacity through practical activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are given many opportunities to explore natural materials and are encouraged to think about why things happen. Children enjoy constructing with a variety of mediums, when developing ideas arising from a story at the collage table. Planned activities to celebrate festivals and use musical instruments from India are increasing their knowledge of special events, in their own and other cultures. Discussions and projects help children's sense of place and time.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move freely indoors and out and follow the movements in actions song with enthusiasm. They are competent in using the range of ride-on toys, pedalling and manoeuvring them with ease. The daily routine gives children health and bodily awareness, when they are reminded to wrap up well to keep warm and eat healthy snacks. They are adept at using small tools when constructing, drawing, painting and modelling play dough.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
<p>The organisation of the role play area helps develop children's imagination with themes linked to the topic. Children enjoy serving in the café and using the resources provided. A child takes on the role of waiter when the story is being told and improvises when looking for props. Children explore in two and three dimensions and talk about their creations. They sing with enthusiasm and have opportunities to use musical instruments. Staff value children's creativity and use in displays.</p>	

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 the following:
- continue to develop assessments and parental involvement, to ensure parents are fully aware of their children's progress at every stage.

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.