



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 508760

DfES Number: 513781

INSPECTION DETAILS

Inspection Date	05/02/2004
Inspector Name	Susan Elizabeth Warren

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Collingwood Preschool
Setting Address	Collingwood Road South Woodham Ferrers CHELMSFORD Essex CM3 5YJ

REGISTERED PROVIDER DETAILS

Name	The Committee of Collingwood Pre-school 1021408
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ORGANISATION DETAILS

Name	Collingwood Pre-school
Address	Collingwood Road South Woodham - Ferrers Essex CM3 5YJ

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

Collingwood Pre-School opened in 1991. It operates from a demountable classroom located in the grounds of a primary school in South Woodham Ferrers, Essex. The pre-school serves the local area.

There are currently sixty three children from two to five years on roll. This includes thirty six funded three year olds and fifteen funded four year olds. Children attend for a variety of sessions. The setting supports children who have special needs and those who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 09:00 until 11:30 and 12:45 until 15:15.

Ten staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. Two 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?

Collingwood Pre-school provides good care for children.

The setting is well resourced and well organised, and the premises are very well used. All supporting paperwork and documentation is in place and presented to an exceptionally high standard.

The children are safe and well cared for; staff's training in behaviour management and child protection as well as for children with special needs ensures that children receive individual care according to their needs. The handwashing routine followed by children at snacktime needs to be reviewed.

Activities are stimulating and fun, promoting development in all areas; careful

observations are used to help plan the next steps for each child. The children are confident and independent; the emphasis on positive behaviour encourages kindness and consideration for others.

The partnership with parents is very good; all information is presented in an easily accessible way, parents are well informed about all aspects of the group and invited to contribute whenever they can. Staff are available for an informal chat at the beginning and end of each session; additionally parent consultations are held twice a year for parents to share their child's records with the key worker.

What has improved since the last inspection?

At the last inspection the group was asked to show how the person in charge would achieve a level 3 qualification appropriate to the post; the manager has successfully completed an APEL course and is now awaiting the final certificate. The group was asked to revise the child protection statement in line with national standards requirements; this has been done.

As a result of these actions completed, children's welfare and safety is improved.

What is being done well?

- The emphasis on personal, social and emotional development helps children understand ideas of acceptable behaviour. Staff sensitively remind children and use positive behaviour management strategies to good effect.
- The session is planned to be 'integrated', allowing children a high degree of free choice from the wide range of activities offered. This way they play and learn at their own rate and concentrate for long periods on self chosen tasks.
- The room is well laid out allowing many different types of play at the same time. Role play is especially well resourced with imaginative costumes and props to inspire the children.
- Children independently use the computer for a variety of programmes, supporting learning across all areas; they know how to wait for a turn and help one another.

An aspect of outstanding practice:

Organisation of all aspects of this group is exceptional. The sessions are planned in fine detail to cover all areas of learning, yet retain spontaneity and include plenty of free choice for children. Staff deployment and good team work leads to a well paced session, making good use of resources. All paperwork and documentation is to an extremely high standard; well thought out, clearly presented and enabling staff to carry out their responsibilities efficiently.

What needs to be improved?

- The routine for ensuring children have clean hands before eating.

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 children's handwashing procedure to help prevent the spread of infection

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 Collingwood 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's knowledge and understanding of the Foundation Stage is excellent; they plan and deliver a fully integrated curriculum which stimulates and challenges children to achieve their full potential. Planning is topic based and covers all areas of learning over the year. Support is in place for children with special needs, ensuring they are included in all activities. Staff's management of children's behaviour is excellent; children enjoy having a leaf on the friendship tree as a reward for an act of special kindness. Staff make rigorous observations of children, which contribute to the developmental record, and are used to plan the next stages of learning. Interaction with children is calm and sensitive, always encouraging independence by helping and enabling children without being overly directive.

Leadership and management is very good. The committee and staff work together to provide support and administration. The strong, child centred ethos is carried through and reflected in practice. All staff are aware of their responsibilities and work as a team. The manager is aware of staff strengths and areas for future development; the group continually evaluates and monitors progress to improve standards, staff are outward looking to bring in new ideas. Staff training is given high priority.

The partnership with parents is very good. Monthly newsletters, as well as the prospectus, contain information about the curriculum as well as dates, events and activities. Parents have two formal occasions to learn about their child's progress and achievements as well as daily informal chats. Prior to entry, staff talk to parents to discuss the child's likes and dislikes and get to know their needs to aid the settling in process.

What is being done well?

- Staff's thorough and secure knowledge and understanding of the Foundation Stage and of how children learn enables them to plan and deliver a full range of activities to promote children's all round development. They observe individual children at play and use these observations to inform the developmental record, linked to the stepping stones, and plan the next stages of learning.
- Creative development is very good; children freely explore materials and use different media to express their ideas including art and craft activities, model making, role play, music and dance.

- Children develop good language, literacy and communication skills, extending their vocabulary and interacting effectively with one another and the adults around them. They learn letter sounds and how these link to form words; emergent writing and writing for different purposes is encouraged. They use books for pleasure and to find information on topics.

What needs to be improved?

- opportunities to record findings
- opportunities to experience the work of artists/craftspeople

What has improved since the last inspection?

There were two points for consideration arising from the last inspection.

Staff now make use of registration time and snack time to promote mathematical development, particularly calculation skills. Children discuss the uses of addition and subtraction, using correct mathematical vocabulary, and use their fingers to calculate, adding one more or taking away. They use counting skills at snacktime.

Notices and labels around the room now reflect the 'house style' and are a positive feature of the playroom environment. Type is used which closely resembles that which children will encounter once they start in primary school.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children show curiosity and enjoy new activities. They show independence as they make choices, and can concentrate well at self chosen tasks. Children express their own needs and feelings well, asking for help as needed. They form good relationships with others and are co-operative, for example in sharing equipment and at tidy up time. They learn about their own and other cultures as they celebrate festivals, both traditional and from around the world.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's speaking and listening skills are developed as they play and work. They interact with one another and discuss both real and imaginary events, using a wide vocabulary. Letter sounds are taught in a fun way; children learn about initial sounds, linking them to make words. Children have 1:1 help in forming letters and many write their own name confidently and correctly. The good range of books, attractively presented, is well used for pleasure and to support the different topics.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Counting and recognition of numerals is taught through stories and rhymes, supported by wall displays and table top equipment. Children confidently use numbers as they play. Simple calculation is developed in practical ways; children use their fingers to add and subtract, bringing in their own examples such as 'a new baby makes two children!'. They learn about shape by direct teaching and use of equipment, model making etc. Staff use correct mathematical terms to describe shapes.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children explore and investigate using magnets, magnifiers and other equipment. They learn to care for living things, i.e. making wild bird food. Children design and build models using construction kits and found/recycled materials. They use a computer to extend their learning, and many items of everyday technology in their play. They talk about the seasons and the environment; discussing the weather, such as recent snow, and how it affects them. Multicultural dressing up clothes are available.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move with confidence and imagination, outdoors using large equipment when weather permits. Indoors, music and movement sessions are imaginative and energetic, using a tape or CD. Children can find a space, make a line or form a circle as asked. They are aware of the effects of exercise and understand basic hygiene routines. Hand eye co-ordination and fine motor control is developed using a range of tools to cut, spread, mix etc as they play, cook and make marks.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children explore a rich variety of textures and materials in both 2d and 3d work. They model, paint, print and collage in a balance of child initiated and adult led activities. Songs, musical instruments and recorded music allow exploration of sounds, rhythm and pitch; dance and movement sessions are lively and fun. Imaginative play is fostered and well resourced with a range of costumes and props, hats and accessories for intense, sustained play. Small world play uses vehicles and farm animals.

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 improving the following:
- Provide regular opportunities for more able children to record their findings in for example knowledge and understanding of the world and mathematics, i.e. making simple graphs and charts, photographs or models.
- Provide opportunities for children to experience the work of artists/craftspeople to share their skills and techniques to encourage and inspire children's expression and creative development.

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.