Office for Standards in Education

COMBINED INSPECTION REPORT

URN 221868

DfES Number: 540839

INSPECTION DETAILS

Inspection Date	04/10/2004
Inspector Name	Lorraine Hunt

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Holme Village Pre-School & Holiday Club
Setting Address	Short Drove Holme Peterborough Cambridgeshire PE7 3PA

REGISTERED PROVIDER DETAILS

Name	The Committee of Holme Village Pre-School & Holiday Club 800560

ORGANISATION DETAILS

Name	Holme Village Pre-School & Holiday Club
Address	Short Drove, Holme Peterborough Cambridgeshire PE7 3PA

This inspection was carried out under the provisions of Part XA of the Children Act 1989, as inserted by the Care Standards Act 2000; and Section 122 of the School Standards and Framework Act 1998

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

Holme Village Pre-School and Holiday Club opened in 1986. It operates from 2 adjoining rooms in the village hall in Holme. It also has use of the kitchen and large main hall. The group serves the local area.

There are currently 20 children from 2 years 6 months to 5 years on roll. This includes 11 funded 3 year olds and 3 funded 4 year olds. Children attend for a variety of sessions. The setting is able to support children with special needs and who speak English as an additional language, but has none currently attending.

The group opens 5 days a week during school term times. Sessions are from 09.00 to 11.30 with an optional lunch club operating from 11.30 to 12.45. The holiday club, for children aged 3 to 8 years, operates through most school holidays from 09.00 to 12.45.

3 full time staff and 1 regular relief assistant work with the children. Over half have early years qualifications to NVQ 2 or 3 with the Pre-school leader being a qualified early years trained teacher. There are no staff currently working towards a recognised early years qualifications. The setting receives support from an early years mentor from the Early Years Development and Childcare Partnership (EYDCP). The group is currently working towards the Pre-school Learning Alliance quality assurance accreditation .

How good is the Day Care?

Holme Village Pre-School and Holiday Club provides good quality care for children aged two to eight years.

Staff work well together as a team and have good line management. They are well informed about policy and procedures and show commitment to ongoing training. This helps them to create a purposeful, well-ordered setting where children feel happy and settled. Documentation supports the successful management of the group and records help staff meet children's individual needs. Staff show a good

awareness of keeping children safe and security is very good. Health and hygiene issues are given appropriate attention. Varied, nutritious snacks are provided which help children learn about keeping healthy and children's individual dietary needs are met.

Space is used effectively to offer children a stimulating, well-equipped environment, although children have few opportunities to self select toys and equipment. Outdoor play facilities are limited but staff ensure that children have frequent opportunities for physical play indoors. The group also uses the nearby school's outdoor play area on occasions. A well planned, broad range of fun and interesting activities ensures that children are busy and active throughout the session. Staff work hard each day to create a warm, welcoming atmosphere where children can play and learn.

Staff and children enjoy good relationships with each other. Staff are consistent in using praise and encouragement to reinforce good behaviour and children are encouraged to respect and value others. As a result children are happy and secure in the setting.

Partnership with parents is very good. Parents are able to take an active role in the running of the setting and have very good access to information about the care and curriculum offered and their child's progress. Information is shared informally to ensure children's needs are met.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Space is used flexibly and effectively, staff are deployed well and resources rotated during the session to provide children with many different learning opportunities. Eye catching displays of children's work help give children a feeling of ownership of the group.
- Staff take an active interest in what children say and do and respond with enthusiasm. This makes children feel valued and boosts their confidence and self esteem.
- Staff demonstrate a good understanding of nutrition by providing children with a range of healthy snacks. They give parents written guidance as to what to include in lunchboxes and give children small amounts of food at a time to encourage them to eat.
- Documentation, especially Health and Safety policies and procedures, is comprehensive and up to date. Good organisation ensures the smooth running of the group and that children are safe and well cared for.
- Parents are very well informed about what's going on in the group and their child's progress. They speak highly of the staff and setting and appreciate the home visits that staff offer prior to their child starting at the group.

What needs to be improved?
• the recording of significant incidents • the opportunities for children to self select toys and equipment

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
5	provide more opportunities for children to develop independence through choosing and self selecting from toys and equipment
11	keep a sufficiently detailed record of significant issues and share this with parents

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 Holme Village Pre-School and Holiday Club is of high quality. Children are making very good progress towards the early learning goals.

The quality of teaching is very good. Staff have a secure knowledge of the Foundation Stage which enables them to plan an effective programme of interesting, varied activities that guide children through the stepping stones in all areas of learning, although communication, language and literacy has some minor weaknesses. Children benefit from the above average adult: child ratio and the way staff are deployed throughout the session. They form good relationships with both their peers and adults.

Comprehensive observations and assessments of children's knowledge and skills are completed which are linked to the stepping stones and are used to identify individual "next steps". Staff use this knowledge of the individual child to support and extend their learning and give children time to develop and practise their skills.

Leadership and management is very good. Staff work well together as a team and are given clear guidance about their roles and responsibilities, with the leader providing strong leadership. Training is given high priority and an appraisal system is in place for all staff. There is effective monitoring and evaluation of the group by the committee, who are well organised and very supportive of the staff.

Partnership with parents is very good. Parents are given clear information about the Foundation Stage and are well informed about the setting through regular newsletters. Weekly topic information includes suggestions as to how parents can become involved in their child's learning. Staff provide regular opportunities to share the children's progress records with parents and encourage their contributions. Staff and parents enjoy good relationships and many parents take an active part in the running of the group by joining the committee.

What is being done well?

- Children have good opportunities to investigate and explore the local environment. Regular local outings enable the children to find out about the changes that occur and to feel part of the community through visiting the school and church. Visitors such as the vet, farmer and a carpenter also help to foster a sense of community and make topics meaningful.
- Staff have a good understanding of children's individual needs. They use this knowledge and children's interests to support and extend children's thinking and learning. Staff question, listen and respond appropriately to children and are caring towards them.

- Staff plan a varied and stimulating curriculum based around topics such as noises and sounds, trees and feet. Children learn through practical, meaningful activities such as washing and matching socks and have many opportunities to use their creativity and imagination to produce their own representations and ideas.
- Staff make good use of visual props to illustrate circle time discussions, for example showing children a gnarled piece of log, a rough and smooth piece of cut wood, sandpaper and a saw when talking to children about wood. Good number rhyme resources have been made to reinforce numeral recognition and also laminated named place mats on which are written children's drink options at snack time. Children place their cup on their preferred choice each day and in so doing are learning that written words have real meanings.
- Staff keep detailed records of children's progress, related to the stepping stones which are based on staff observations and identify the "next steps" of children's learning. Parents are able to access these at any time. Staff also offer regular opportunities to share these with parents and encourage parents to contribute what they know about their child. They are also given suggestions as to how they can support the topics at home. As a result parents are able to be involved in their child's learning.

What needs to be improved?

- opportunities for children to gain an awareness of rhythms in spoken words and to link sounds with letters

What has improved since the last inspection?

Not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	
Judgement:	Very Good

Children form good relationships with staff and with each other. They co-operate, negotiate and share resources. They are motivated to learn and to try new experiences. They are learning to consider the needs of others and enjoy taking responsibility as a "special helper" at snack time. Children are able to wait and take their turn on the balancing beams and when playing with the remote control cars. They are happy and secure and respond well to staff's positive management of behaviour.

COMMUNICATION, LANGUAGE AND LITERACY	
Judgement:	Very Good

Children use language confidently to negotiate with peers and to speak out in a group. They enjoy singing, rhymes and listening to stories. Some children are able to recognise their names and there are good opportunities for them to mark make in role play situations such as the post office. They see that print carries meaning in meaningful captions and notices. There are fewer opportunities for children to link sounds with letters and explore the rhythms of spoken words.

MATHEMATICAL DEVELOPMENT	
Judgement:	Very Good

Children count with confidence to 10 and are learning to recognise numerals. They use number in their play and are learning about size, shape and quantity through practical activities such as construction, sand and dough play. They match and compare numbers of cups and plates as they prepare for snack time and are learning about "taking away" through number rhymes. Staff effectively introduce and reinforce mathematical vocabulary through play, routines and incidental opportunities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD	
Judgement:	Very Good

Children enjoy investigating the different textures of materials and objects such as jelly, compost, feathers and wood. They develop a sense of time and place about their own environment through local outings and visitors to the group. Children carefully make models and have good opportunities to use information technology resources such as manoeuvring simple remote control cars around a track. They investigate which objects float or sink and how a toy animal can be removed from an ice block.

PHYSICAL DEVELOPMENT	
Judgement:	Very Good
Children show good co-ordination and an awareness of space as they pedal bikes around the room, balance on the beams and take part in music and movement sessions. They have opportunities to develop and practise gross motor skills when doing obstacle courses, using the group's large equipment and the outdoor facilities at the local school. Children handle tools such as scissors, knives, pens, needles and hammers with increasing control and safety. Staff routinely reinforce health awareness.	

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children explore colour, texture and shape using an extensive range of materials which provide them with opportunities to use their imagination and creativity. They use their senses to respond to a range of activities such as making fruit salad and pizzas and playing with shaving foam and cornflour. They create their own fruit from clay and represent trees with material threaded through with buttons. They enjoy expressing themselves through music using ribbons and streamers.	

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 but the following is a point for consideration:
- provide frequent opportunities for children to gain an awareness of rhythms in spoken words and to link sounds with 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.