



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 109533

DfES Number: 538232

INSPECTION DETAILS

Inspection Date 17/05/2004
Inspector Name Fran Fielder

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Union Corner Pre-School
Setting Address Union Corner Hall, Hawks Road
Hailsham
East Sussex
BN27 1ND

REGISTERED PROVIDER DETAILS

Name The Committee of Union Corner Pre-School

ORGANISATION DETAILS

Name Union Corner Pre-School
Address Union Corner Hall
Hawks Road
Hailsham
East Sussex
BN27 1ND

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

Union Corner Pre-School opened in 1982. It operates from two rooms in Union Corner Hall which is located next door to Hawks Road Primary School. There are kitchen and toilet facilities and an outdoor play area. It serves families from the local community.

There are currently 54 children on roll. This includes 23 funded 3 year olds and 22 funded 4 years olds. Children attend for a variety of sessions. The setting makes provision for children with special needs and those who speak English as an additional language.

The nursery opens Monday to Friday for 38 weeks of the year. Sessions are from 09.10 until 12.00.

There are six members of staff who work with the children. Three members of staff have a recognised early years qualification. A registrar is also employed to handle the finances. Five members of staff hold a current first aid certificate. The setting receives support from an advisor from the Pre-School Learning Alliance (PLA) and the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Union Corner Pre-School provides satisfactory care for children.

An experienced and committed staff provide a safe, comfortable and clean environment for children. Staff work well as a team. They organise the space effectively to ensure children have easy access to resources and activities. Most required documentation is in place and well maintained but the policies and procedures do not wholly reflect practice in the group.

There are effective procedures to keep children safe both indoors and out. Children learn about personal hygiene through the daily routine. Drinks and snacks are adequate and staff are careful to adhere to any special dietary needs. Staff treat

children with respect and accept and acknowledge differences. All staff hold a current first aid certificate but the course attended is not consistent with current guidance. Staff understand their role in child protection and act appropriately if they have concerns.

Staff work with the children at all times and show interest in what the children say and do. Staff provide a range of interesting activities that appeal to all ages and preferences. Children with special needs are welcome. Staff use age appropriate strategies to reinforce good behaviour and children respond well to sensitive support, praise and encouragement.

The pre-school has a friendly relationship with parents and carers. Staff ensure that children are cared for according to parents' wishes. There is a notice board which offers information about the provision but staff are not proactive in making parents aware of all policies and procedures. Parents are happy with the provision and receive sufficient feedback on their children's progress.

What has improved since the last inspection?

At the last inspection the pre-school was asked to write the procedures to be followed in the event of a child being lost. This has not been produced so staff cannot act in the children's best interests if they become lost.

The pre-school was also asked to produce an action plan to ensure policies and procedures are updated in line with current guidance and to ensure they reflect practice in the group. A set of policies and procedures have been purchased but do not include all necessary documentation. The policies and procedures purchased do not reflect practice in the group.

The group was asked to ensure that the complaints procedure include contact details for Ofsted. There are details but these are incorrect so parents are unable to contact Ofsted if they have a complaint about the services provided for their children.

What is being done well?

- Children are happy and secure. Good relationships are built between adults and children. The staff know the children well and are sensitive to their needs.
- Space is used effectively to allow children to move freely between activities. The small room is used for quieter activities where children can read or rest if they wish.
- Behaviour management is good. Staff are calm and have high expectations of behaviour and children respond to guidance.

What needs to be improved?

- the policies and procedures to ensure they contain the correct details and

reflect practice in the group

- the lost child policy
- first aid training

Outcome of the inspection

Satisfactory

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 must take the following actions by the date shown

Std	Action	Date
14	Write the procedures to be followed in the event of a child being lost	12/07/2004

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
7	Ensure at least one member of staff holds a current first aid certificate that includes training in first aid for infants and young children
10	Ensure contact details for Ofsted are correct
14	Review all policies and procedures to ensure they reflect practice in the group and that they contain all necessary detail

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 Union Corner Pre-School is acceptable and of good quality. Overall, children are making generally good progress towards the Early Learning Goals, but there are significant weaknesses in mathematical development and knowledge and understanding of the world.

Teaching is generally good. Staff have an understanding of the Foundation Stage. There are few displays due to the restrictions imposed by the hall committee. Staff provide a range of practical activities that stimulate and interest the children. Staff present the focused activities well and explain clearly what is expected. Staff meet regularly to discuss planning and any concerns they have about the children. They do not make regular observations which makes it difficult to plan for children's next stage of learning. Long and medium term planning is good but short term planning does not include differentiation to extend older or more able children. Good use of resources helps to develop children's imagination. Some staff ask questions that encourage thinking. Children's behaviour is good and staff are sensitive when dealing with challenging behaviour. Children build warm, trusting relationships with peers and adults.

The leadership and management are generally good. The role falls mainly to the supervisor. Staff understand their roles and procedures to deputise are effective. The staff team plan a fairly well balanced curriculum and staff are free to deliver this in their own way. There is no system for monitoring and evaluating the provision but staff are committed to improvement.

The partnership with parents and carers has significant weaknesses. Staff are friendly and approachable. They give informal feedback when time permits. Parents receive little information about the Foundation Stage but are kept informed of the topics covered. There is no formal feedback and parents do not contribute to the assessment process.

What is being done well?

- Children communicate well with adults and peers using good vocabulary. They enjoy books and listen attentively to well chosen books and stories.
- Children's imagination in the role-play corner is nurtured. Staff plan this area well linking it to the current topic. This allows children to act out familiar and new scenarios and develop their social skills.
- Children are happy, confident and inquisitive. They know the routines which make them feel secure.
- Children's physical development is good. Children have plenty of opportunities to practice skills such as balancing, riding and climbing.

What needs to be improved?

- the short term planning to include differentiation based on observations and assessment
- the programme for mathematical development to promote children's understanding of simple calculation, shape and patterns
- the programme for knowledge and understanding of the world to develop children's design making skills and promote an understanding of past and present, technology, cultures and the world around them
- the information given to parents and carers about the foundation stage, and what children are expected to learn, to enable them to become involved in their children's learning and contribute to the assessment process

What has improved since the last inspection?

Not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are happy, confident and settle well. They have a positive approach to new experiences and show good levels of concentration in self-chosen activities. Children talk freely about their home and family. There are some opportunities to develop independence. Children form good relationships with adults and peers. Children share without prompting and take turns when playing in the sand. Most children are polite and behave well and respond to appropriate praise.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children speak confidently and enjoy talking about activities and their families during free play. Children listen fairly well to stories and join in with well known fairy tales. They enjoy acting out familiar stories. Children handle books well and show interest in illustrations. They recognise their names and more able children recognise other children's names. Children have opportunities to write but this is not sufficiently extended during free play.

MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children have some understanding of number and can identify groups of three items. Some recognise numbers to six when rolling a die. Most children can count reliably by rote. Children do not have regular opportunities to develop an understanding of simple calculation such as 'one more' or 'one less'. Little mathematical language is used during free play activities. Children recognise and name some basic shapes but have limited opportunities to create patterns.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Significant Weaknesses

Children talk about their home life during free play. They use some everyday technology such as telephones, calculators and tape recorders but have no access to a computer. There is some opportunity for children to explore and investigate objects and materials. Opportunities to develop children's designing and making skills are insufficient. Children do not show interest in the world around them. Children learn about some other cultures.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move confidently and show good co-ordination. They have regular access to large play equipment which allows children to practice climbing and jumping, pushing and pulling and balancing. They can manoeuvre tricycles around obstacles and stop safely. Children's fine motor skills are developing well. Children learn to handle scissors, paintbrushes and pencils with increasing control but have few opportunities to construct on a large scale.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children know their colours and make small three dimensional structures. They enjoy singing and are building a good repertoire of songs. The well resourced role-play area inspires children to act out familiar scenarios. Children enjoy acting out familiar stories. Craft activities are sometimes to adult led and children's input is minimal. Documentation shows children have the opportunity to experiment with musical instruments.

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

- Extend the short term planning to include the learning intention in relation to the stepping stones so that observations and assessment can fully inform the planning and ensure appropriate challenge and differentiation.
- Provide opportunities for children to develop an awareness of simple calculation, shape and patterns.
- Develop the programme for knowledge and understanding of the world to include opportunities for children to develop their design making skills. Also promote an understanding their own and other cultures and provide more opportunities for children to explore the local environment.
- Implement a system to inform parents of the foundation stage and what children are expected to learn so they can become involved in their children's learning and contribute to the assessment process

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.