



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 146473

DfES Number: 517053

INSPECTION DETAILS

Inspection Date 25/11/2003
Inspector Name Julie Washer

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Grange Tiny Hands Pre-School
Setting Address Middlefields
Letchworth
Hertfordshire
SG6 4NG

REGISTERED PROVIDER DETAILS

Name Ms Stephanie Head

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

Grange Tiny Hands Pre-School opened in 1962. It operates from a community centre on the Grange estate in Letchworth. The group serves the local area and beyond.

There are currently 78 children from 2 years and 6 months to 5 years on roll. This includes 13 funded 3 year olds and 4 funded 4 year olds. Children attend for a variety of sessions. There are currently 2 children with special needs attending and 2 children who speak English as an additional language.

The group opens 5 days a week during school term times. Sessions are from 09:00 until 11:30 and from 12:30 until 15:00. Monday, Tuesday, Thursday and Friday there is also a lunch club which runs from 11:30 to 12:30. The lunch club is registered for 16 children only. The full day care provision does not cater for children staying all day. It caters for children to attend a morning session and the lunch club or for children to attend the lunch club and an afternoon session.

9 members of staff work with the children. Over half the staff have early years qualifications. The setting receives support from a teacher from the Early Years Development and Childcare Partnerships (EYDCP)

How good is the Day Care?

Grange Tiny Hands Pre-School offers good quality care for children. The setting offers a clean, bright and welcoming environment where children are valued and can feel secure in their play. Staff have good relationships with the children and are sensitive to their individual needs. Good use is made of the available space and children are provided with opportunities to choose from the imaginative and interesting resources on offer.

Staff demonstrate an awareness of safety issues and have taken most precautions to safeguard children. They are aware of the importance of closely supervising children at all times. Staff work well together as a team and are effectively deployed.

Children are encouraged to follow good hygiene procedures and practice their independence skills, though there is not available access to drinking water at all times for the children.

Children are confident and respond well to the known routine. They are motivated, involved and interested in their play and relate well to each other and adults in the group. Staff are interested in what children do and say. They talk and listen to children and ask questions to make them think. They frequently offer praise and encouragement.

Partnership with parents is good. They are welcomed by a friendly approachable staff team and are invited to attend the session at any time. Newsletters, notice boards and written policies keep them well informed about the provision and the children's activities. There are good systems in place which enable the parents and the key workers to share information and play plans regularly. The registration system and the behaviour management policy requires updating.

What has improved since the last inspection?

At the last inspection the setting agreed to ensure that the open drains in the toilet area were made inaccessible to the children, to obtain public liability insurance, to ensure the safety of the children when unchecked persons are visiting the group, to make sure that good hygiene practices were put in place regarding hand washing and ensure there was a named member of staff for behaviour management.

Guttering has been fitted over the top of the drain temporarily in the toilet area until the council are able to attend to this issue, public liability insurance has been obtained, a notice has been displayed on the door to remind staff from the bar area that they are not to enter when the children are present and the group are aware of the importance of making sure that the top handle on this door is in working order, children are reminded and encouraged about good hygiene practices, and Sally Lee is the named member of staff responsible for behaviour management.

By meeting these actions the setting continues to ensure the safety and well being of the children.

What is being done well?

- There is an excellent operational plan in place.
- Children are involved in a stimulating range and balance of interesting activities which help them to make progress in all areas of their development.
- Children with special needs are integrated well into the group. There are effective working relationships with parents and outside professionals.
- Staff praise and encourage positive behaviour and unacceptable behaviour is dealt with calmly and sensitively. Children learn right from wrong.
- Partnership with parents is effective. They are warmly welcomed and provided with ample information about the setting and their child's progress.

What needs to be improved?

- the system for recording attendance of staff and children
- children's safety regarding the fire exit doors inside the main entrance, when using the stage, the climbing frame and the security of the door which leads to the bar area
- procedures for making drinking water available to children
- written policy for behaviour management.

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
4	Ensure children are not able to leave the premises unsupervised with regard to the fire exit doors inside the main entrance.
6	Ensure children are closely supervised when using the stage and the climbing frame and make the corridor door which leads to the bar area from the main hall secure.
8	Make fresh drinking water available to children.
14	Make sure the registration system includes departure times for children and staff and extend the behaviour management policy to include bullying.

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 Grange Tiny Hands Pre-School is of high quality. Children are making very good progress towards the early learning goals.

Teaching is very good. Friendly staff provide children with a stimulating environment using a range of interesting topics and resources. There are effective interest tables and role play areas are often changed encouraging the children to use their imagination and act out real life experiences. Staff speak sensitively to the children and give them clear directions, offering regular praise on the children's achievements. They make good use of visual aids during story times and work hard on presenting colourful, bright wall displays. They frequently use interesting words to extend the children's vocabulary and often ask children to recall events.

Children for whom English is an additional language are supported well and there is very good provision for children with special needs.

Leadership and Management is very good. Staff work well as a team with a strong team leader influence. They are aware of their roles and thorough systems are in place for encouraging staff development. All staff have a sound knowledge of the Foundation Stage and they use their evaluations and assessments to influence the future planning of the curriculum.

Partnership with parents is very good. Parents are actively involved in their children's learning by drawing up play plans together with the staff. They are warmly welcomed into the setting and are invited to stay to the sessions. They are supplied with ample information on the areas of learning and have the opportunity to make comments through questionnaires.

What is being done well?

- Staff create a well planned, stimulating environment where children learn through a wide range of activities. Frequent good use is made of both indoor and outdoor play areas.
- Children's personal, social and emotional development is very good. The staff are skilled in helping children become confident, use their initiative and become independent.
- Staff work with parents to set up an effective interest table and they make attractive displays of children's work relating to the current topic.
- Relationships are good, staff are actively involved with the children and engage them in conversation.
- Staff have close links with parents and carers, encouraging them to be actively involved in their child's learning.

What needs to be improved?

- There are no significant weaknesses to improve upon.

What has improved since the last inspection?

The setting has made very good progress since the last inspection. Staff observe and record information to update children's profiles. This is used to inform the play plan which is agreed at the parent/keyworker evening. Information on children's skills is used by keyworkers to influence the curriculum at the weekly planning meetings.

Children's assessments and records now clearly identify children's progress in the areas of learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident and speak individually in large group situations and listen quietly at story times. They know the routine well and have good relationships with each other and staff. They demonstrate good self-care skills and enjoy talking about themselves, their families and their homes. Children take turns to be helpers, they make choices for themselves and take turns as they negotiate with each other when using the equipment.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's language skills are good. They are attentive during stories and respond appropriately to questions put to them. They enjoy singing songs and join in enthusiastically using actions. They handle books correctly and often refer to the reference books on the interest table. Children understand that print carries meaning as they make marks or write their own names. Older children write labels for the effective wall displays.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children recognise numerals as they pedal numbered bikes and park them in the corresponding parking spaces. Older children can count up to 14 and numbers are used in everyday activities. As they arrange the chairs, children add or take away using words like more or less. Through planned activities they weigh, sort and recreate patterns. They recognise shapes using the abacus and they join in singing number rhymes and songs.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children learn about the natural world through topics and outings. They use their senses as they explore a varied range of materials and objects such as ice, growing seeds and looking at tadpoles. They prepare sandwiches and they cook using melted chocolate. They build and construct and investigate a range of technological equipment. Children recall events and learn about the local environment. Using resources and celebrating festivals they learn about other cultures and beliefs.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently around the hall and the outside play area. They respond to music by waving ribbons and taking part in music and movement sessions. They continually use the climbing frame and they throw beanbags into buckets. They use the obstacle course for climbing and balancing and they enjoy using the parachute. They paint large wall paintings using roller brushes and demonstrate good hand eye co-ordination when using a very wide range of small equipment and tools.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children use their imagination in role play, they use musical instruments to express their feelings and they dress up and act out stories. They taste a variety of foods in the role play café area and describe items they touch in the feely bag. Children respond with enjoyment to songs and rhymes and they demonstrate wonderment at stories. They use a variety of tools to be creative in their art work and they explore materials for making models.

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:
- Consider the organisation of resources to allow children to make choices to operate independently. Particularly in communication, language and literacy, knowledge and understanding of the world 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.