



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 301689

DfES Number: 515867

INSPECTION DETAILS

Inspection Date	17/03/2004
Inspector Name	Jane Pamela Berry

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Feniscowles Pre-School
Setting Address	Feniscowles Methodist Church Preston Old Road Blackburn Lancashire BB2 5ER

REGISTERED PROVIDER DETAILS

Name	Feniscowles Pre-School 1100504
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ORGANISATION DETAILS

Name	Feniscowles Pre-School
Address	Feniscowles Methodist Church Preston Old Road Blackburn Lancashire BB2 5ER

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

Feniscowles Pre-School has been registered since 1967. It operates from the Methodist church in Feniscowles, Blackburn. There are some amenities nearby and a small car park is available.

The pre-school is registered for 24 children. There are currently 50 children on roll of whom 26 are three year old children, 24 of whom are funded and 17 are four year old children, of whom 10 are funded children. The group is managed by a voluntary committee. There are some children with special needs attending, however there are no children for whom English is a second language at the present time.

Children have the use of a large hall and a room adjacent to the hall which is used for quieter activities. There is a small outdoor area with raised flower beds.

The pre-school operates eight sessions per week, morning and afternoon 09:00 to 11:30 and 13:15 to 15:30 three afternoons per week. The staff all have a recognised qualification in childcare and education. The group have input from the early years advisory teacher and access training and development opportunities.

How good is the Day Care?

Feniscowles Pre-School provides good quality care for children. The provision is well organised and curriculum planning for children is good. Staff are interested in children's achievements and support their learning appropriately. Children receive personal attention and continuity of care is promoted through a key worker system. Children's self help skills are promoted and children are encouraged to undertake tasks that promote their growing independence. Children are encouraged to show care and concern for others. Children enjoy the varied range of activities, for example children are learning to use their senses through practical activities. Children's safety and welfare is promoted. Safety issues in respect of heating appliances and documentation were raised at the inspection, and are being addressed. Children with additional needs attend the setting and are appropriately supported, ensuring successful outcomes for all children. Inclusion is promoted

through activities and the celebration of festivals. The provision for children is of high quality overall, and staff work very well as a team to support children's development in all aspects. Staff monitor children's progress to ensure children reach their maximum potential, and these records are routinely shared with parents. Parents are well informed about the daily routines and activities. Parents have access to comprehensive policies and procedures and have made very positive comments regarding the services they receive.

What has improved since the last inspection?

At the last inspection the provider was asked to make the stairs to the rear of the main hall safe. The provider has purchased a stair gate. The gate is fitted to the bottom of the stairs when children use the area to go outside, providing a safer environment for the children.

What is being done well?

- Staff are qualified, access regular training and have experience working with young children, resulting in children being happy, settled and familiar with their surroundings. The operational plan is very effective and space is utilised well.
- Documentation is well maintained for all children. There are risk assessments in place and fire procedures are satisfactory. Accident and medication policies are adhered to and good personal hygiene is promoted reducing the risks of cross infection.
- A broad and balanced range of activities that stimulate children's learning are available. Children are having fun and are making good progress. Activities encourage children to respect differences. Children have good relationships with adults and their peers. Resources are adequate for the needs of the children. They reflect different lifestyles and promote equality of opportunity.
- Behaviour is managed positively by staff, enabling children to behave well and often resolve their own differences. Children are respected and their personal independence is promoted. Staff understand that the child's welfare is paramount and would act in the child's best interests.
- Parents are well informed of children's progress, they have information on the early learning goals and the work undertaken with children. They are invited to contribute information and are involved in meetings with staff on children's progress.

An aspect of outstanding practice:

Children's natural creativity is encouraged in role play and in artwork. The freedom that children have exploring the environment and independently accessing and transporting materials around the room gives children inspiration. The supportive environment enables children to take risks and motivates children to practice and consolidate their learning in many areas of their development. This empowers children of all ages and stages and increases their confidence and self esteem. (National Standard 3)

What needs to be improved?
<ul style="list-style-type: none">● safety in respect of the heating appliances.● parental consent for medical attention in an emergency.

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
6	Provide an action plan demonstrating how the premises will be made safe regarding the heating appliances.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Feniscowles Pre-School offers very good quality education. Children are making very good progress in all areas of their learning, they are happy, confident and independent. The quality of teaching, interaction with children, curriculum planning, and the way the environment is organised to support children's independent access to resources, all contribute to children being active and successful learners.

Teaching is strong in all aspects of the curriculum. Adults interact well with children introducing new ideas as children play. Children learn practical skills through meaningful experiences that captivate their natural curiosity. Leadership and management is very good, with effective training and monitoring programmes in place. The assessment records for children are very good. Staff complete detailed records on what children can do and, are aspiring to. The records are well maintained. Observations of children in the different aspects of learning are recorded well and are often accompanied by photographs of children working.

Staff and parents work effectively as a team. Meetings are held with parents to discuss children's progress late February and again at the end of the term prior to children's admission to school. Partnership with parents is very good. Parents have open access to information and a newsletter and a notice board is available to parents. Parents are invited to participate in the rota system and have made very positive comments regarding the care their children have received. The nursery offers placement to children with special needs, and the progress children are making is very good. Effective systems are in place to support children with special educational needs and links are being developed with agencies involved, ensuring that any additional needs identified are satisfactorily met.

What is being done well?

- Children are happy, confident individuals, they are making relationships with others and enjoy sharing their ideas and being part of a group. Children behave well, they seek to please others and often resolve their own differences.
- Staff use effective questioning techniques, they are responsive and manage children's behaviour extremely well. Children concentrate for lengthy periods of time and are making very good progress in all areas of their development.
- Parents are informed of children's progress through regular dialogue and meetings held to share children's development records.
- All children have access to an interesting curriculum based on play and provision for children with additional needs is good.
- There is a strong commitment to further development and training opportunities. Staff work cohesively as a team to support children in a well

organised, and stimulating environment.

What needs to be improved?

- access to I.T. equipment and resources that promote physical development, including creative dance, music and movement.
- how the records on children's progress are used to inform the future planning of activities.

What has improved since the last inspection?

At the last inspection the provider was asked to develop learning in the area

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children enjoy the activities and are gaining confidence and independence. Children select their own play materials, make decisions and exercise choices. Some children resolve their own problems, and attend to their personal needs. Children undertake simple jobs e.g. taking messages. Children have established very good relationships with adults and their peers. Children learn about families and talk about their own experiences.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children have access to mark making and free drawing materials. Text is used for displays around the classroom. Children recognise and write their own name and identify letter sounds. They have opportunities for stories and rhymes, developing their language, comprehension and imagination. Some children are very competent mark makers, story tellers and listeners.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children enjoy counting and recognise numerals in everyday activities. Simple addition and subtraction is introduced as they play alongside staff. Children weigh and measure, they explore size, shape and capacity, for example measuring how much they have grown. Staff extend children's thinking and develop their understanding of mathematical concepts and prepositions in rhymes and in physical activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children have opportunities to build, construct and to experiment with a variety of materials. Children are learning about the world we live in and about family life. They design and construct models using different materials. Children learn about festivals and are gaining different life experiences, for example celebrating Chinese New year. They have access to and enjoy using the computer.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children use a range of physical play equipment, they move around negotiating space and objects with dexterity, confidence and control. Children handle tools effectively, for example squeezing play dough from a tube. Children participate in action rhymes and parachute games confidently. Their awareness of their bodies and health issues is well developed. Children practice fine motor skills planting bulbs and watering them.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children's free expression and creativity is encouraged, e.g. the spring flowers they have painted. Most children are competent artists and enjoy expressing themselves freely using different mediums. A varied program of activities is available. Children enjoy singing and playing in the imaginative area. The role play area is often visited by the children and is very well resourced.	
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 weaknesses identified however consideration could be given to the following;
- How records on progress are used to inform the future planning of activities, for example identifying the next steps in children's learning.
- The development of resources for information technology and creative dance.

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.