



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 110332

DfES Number: 517167

INSPECTION DETAILS

Inspection Date 25/06/2003
Inspector Name Louise, Caroline Bonney

SETTING DETAILS

Day Care Type Full Day Care
Setting Name HEYDAYS PRESCHOOL
Setting Address FOUR MARKS PRIMARY SCHOOL
FIVE LANES END, FOUR MARKS
ALTON
HAMPSHIRE
GU34 5AS

REGISTERED PROVIDER DETAILS

Name The Committee of Heydeys Pre-School

ORGANISATION DETAILS

Name Heydeys Pre-School
Address FOUR MARKS PRIMARY SCHOOL
FIVE LANES END, FOUR MARKS
ALTON
HAMPSHIRE
GU34 5AS

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

Heydays Pre-school opened in approximately 1972, and operates from accommodation on the site of Four Marks Primary School. They provide care for up to 24 children per session from two years nine months to under five years. Accommodation used by the pre-school includes their classroom, an additional room, the school hall and toilets. The group have an outdoor area for their sole use, and can also access the school field and playground. The pre-school serves the local area and nearby town.

There are currently 44 children on roll. This includes 14 funded three year olds and seven funded four year olds. Children attend for a variety of sessions. Three children have special needs and the group supports three children who speak English as an additional language.

The group opens five days a week during school term times. Sessions are held from 9.00-12.00/1.00 p.m., extended to 3.00 p.m. on Wednesday. When staying after 12.00 children bring their own packed lunches.

Nine part time staff work with the children. Five have early years qualifications. Two staff are currently on training programmes. The setting receives support from a teacher mentor from the adjoining school. Support and advice is also received from the Area Special Educational Needs Co-ordinator.

How good is the Day Care?

Heydays Pre-school provides satisfactory care for children. The provision is well organised, and the established staff form an effective team, who understand their individual roles. The comprehensive procedures and policies aid the safe and efficient running of the pre-school, but Ofsted has not been notified of changes to personnel. High ratios and separate areas for activities help the children feel comfortable and confident. There are excellent opportunities for outdoor play. The very good range of toys, equipment and resources support interesting activities and topics, and promote equality of opportunity.

Staff are vigilant in following their safety procedures, and children have a growing awareness of safety. Most areas of hygiene are effectively managed, and the children understand the reasons behind the routine of hand washing. Topics help reflect the various cultural backgrounds of the children. Staff carefully monitor the children's development which helps inform planning. Staff understand the procedures around Child Protection.

Activities provide opportunities for the children's satisfactory development in most areas. A range of planned activities are on offer but not always consistently delivered to provide stimulation and learning opportunities for all children. There are also some missed opportunities for the children to develop independence. Children's work is displayed, and there are good examples of writing around the room. Staff work closely with the children, and form good relationships so that they feel happy and secure. Children respond well to the staffs' high expectations of their behaviour and are co-operative and helpful although appropriate strategies are not always implemented by all staff.

Parents generally receive excellent information about the provision and their child's development. Parents also have the opportunity to become members of the Committee and support fundraising.

What has improved since the last inspection?

This section is not applicable as the last visit was a transitional inspection.

What is being done well?

- The group maintains high ratios with usually one member of staff to five children. This ensures that additional support is available for children with special needs or children with English as an additional language. Staff and children interact very well, and staff work closely with them at all times. The children are confident and happy in their work and play.
- The group has a very good selection of equipment, resources and toys. Staff carry out a monthly review and list any additional items needing to be bought to cover future planned activities.
- The staff have high expectations of children, who are well behaved and react well to their instructions. Children learn acceptable behaviour, are polite and helpful, show care towards each other, take turns and share activities well.
- The group has good partnerships with the parents, helped by the effective implementation of a comprehensive range of policies and procedures. There are excellent systems for sharing information with parents about the provision generally and their child's development. Parents can take advantage of home visits and attend open sessions prior to their child joining the group. There are also well known open-door and settling-in policies, and termly consultation evenings. These forge close links between the pre-school and home, which help children quickly settle and feel confident within the group.

What needs to be improved?

- procedure for notifying Ofsted of changes in staff and committee
- opportunities for children to develop independence
- delivery of large group activities to, show staff consistently, provide stimulating and effective learning opportunities for children
- implementation of appropriate behaviour management strategies by all staff to maintain consistency in dealing with children's self-esteem and stereotyping.

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
1	ensure that Ofsted is notified of any significant changes.	24/07/2003

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

Std	Recommendation
3	Ensure staff consistently deliver large group activities to provide stimulating and effective learning opportunities for children.
11	Ensure all staff understand and implement appropriate management behaviour strategies.

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

How effective is the nursery education?

Heydays Pre-school offers good quality nursery education where children make generally good progress towards the early learning goals.

Teaching is generally good. Staff encourage children to be polite and considerate, and self-esteem is fostered through displays of children's work and regular praise and encouragement.

Staff have high expectations for children's behaviour, and manage them well.

Good use is made of accommodation and resources to provide activities which enable children to progress towards the early learning goals, and children make very good progress in the area of creative development.

Staff challenge and extend children's language and thinking during conversation and discussion. However, there are some missed opportunities to extend children's mathematical vocabulary, particularly in relation to size, space and shape.

Curriculum planning and child assessment records are in place, but these now need to be informed and evaluated using the stepping stones, to ensure that children's progress towards the early learning goals is monitored more effectively.

There is effective leadership and management of the pre-school. Staff have worked closely together for some time, and roles and responsibilities are clearly defined. Staff morale is good. There is a firm commitment to ongoing staff training and development, and the supervisor is able to assess operational strengths and weaknesses.

Partnership with parents is good. New parents receive a detailed prospectus, and are encouraged to read about the group's policies and procedures.

Parents are encouraged to take an active role in the pre-school and are regularly invited in to talk and share experiences.

Information about children's progress is exchanged regularly, both informally at home time and through termly consultation meetings. The group maintains close links with Four Marks Primary School.

Parents receive termly newsletters which inform parents about future events and curriculum themes.

What is being done well?

- Children make very good progress in the area of creative development, and staff plan activities which encourage children to explore with all five senses.

- Staff act as sound role models, and promote self-esteem through regular praise and encouragement. Children are developing a positive image of themselves and other people.
- Staff enhance children's thinking through questions and conversation, and children benefit from regular individual attention.
- Staff and parents are mutually supportive, and the close links with Four Marks Primary School make children feel confident and secure.

What needs to be improved?

- Staff's ability to plan and assess for children individually against the stepping stones, so that their progress towards the early learning goals can be monitored more effectively.
- Staff's awareness of opportunities to extend children's mathematical understanding during activities, through number comparison using addition and subtraction, and through the use of mathematical vocabulary relating to size, shape, space and position.
- Children's opportunities to be independent when selecting resources and managing their own food and drink.

What has improved since the last inspection?

The move to a new building on the site of Four Marks Primary School means children now have opportunities to observe animals and plants in the surrounding fields. Children's development in the area of Knowledge and Understanding of the World is therefore enhanced.

The pre-school has worked to encourage parents to become more actively involved with the group, and feedback indicates parents are happy with the 'open door' policy which is now in place.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children make generally good progress in personal, social and emotional development. They listen well and are able to concentrate and persevere with activities. They collaborate successfully and form good relationships with their peers and with adults. They show respect for different languages and cultures. There are missed opportunities for independence when selecting resources or managing their own hygiene, food and drink.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children make generally good progress in this area. They speak with confidence, and listen with interest to stories. Staff enhance children's understanding through questions and discussion. Children enjoy looking at books, and re-tell stories in their own words. They are beginning to understand that print carries meaning, and is read from left to right and from the top of the page to the bottom. There are some missed opportunities to extend writing activities for more able children.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children's progress in mathematical development is generally good. Children count during everyday activities, and staff support them with close attention which is often 1:1. Children recognise numerals and are beginning to understand place value. There are some missed opportunities to develop children's mathematical understanding through number comparison involving addition and subtraction, and vocabulary relating to size, shape, space and position.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children make generally good progress in their knowledge and understanding of the world. They are curious about living things and are keen to find out more. They notice and comment on pattern changes. Children are interested in the lives of people they know and people in other countries. They enjoy using I.T equipment.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children make generally good progress in this area. They show co-ordination and balance when experimenting with different movements. They understand that exercise contributes to good health. Children show respect for each other's personal space when operating within the pre-school environment.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children make very good progress in the area of creative development. Children experiment with different textures and start to make comparisons. They are beginning to choose colours for a purpose. Staff provide a wide variety of resources to support creative development, and plan activities which encourage children to explore with all five senses. Children stage puppet shows for each other, and are building a repertoire of songs which they perform confidently, either solo or in a group.

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

- ensure planning and assessment recording is informed by and evaluated against the stepping stones to define clearly what children already know and need to learn next.
- provide opportunities to extend children's mathematical vocabulary with regard to size, shape, space and position, and their understanding of number comparison involving addition and subtraction.
- encourage children's independence when selecting resources or managing their own personal hygiene, food and drink.

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.