



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 512640

DfES Number: 515039

INSPECTION DETAILS

Inspection Date	03/11/2004
Inspector Name	Jane Elizabeth O'Callaghan

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Pool Pre-School Group
Setting Address	Pool C/E School Arthington Lane, Pool in Wharfedale Leeds West Yorkshire LS21 1LG

REGISTERED PROVIDER DETAILS

Name	The Committee of Pool Pre-School Group 1027238
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ORGANISATION DETAILS

Name	Pool Pre-School Group
Address	Pool C/E School Arthington Lane, Pool in Wharfedale Leeds West Yorkshire LS21 1LG

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

Pool Pre-School opened in 1991. It operates from Pool Church of England School in Pool, a village on the outskirts of Leeds. The Pre-School has use of a large play room, additional side rooms, a kitchen area and toilets. It serves the school and local community.

Children attend the group for a variety of sessions. There are currently 34 children cared for, this includes 26 funded 3 and 4-year olds. The group opens Monday to Friday 09:00 to 12:00 and Wednesday and Friday 13:15 to 15:45 during school term times.

There are six members of staff who work directly with the children. Two hold appropriate childcare qualifications and two more are working towards NVQ Level 2. The setting receives support from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Pool Pre-School provides good quality care for children. The premises are safe, clean, well maintained and welcoming with activities well set out for the children's arrival. There are clear routines throughout each session to help the children feel secure.

Staff supervise and support the children well to help keep them safe and they provide them with healthy and nutritious snacks, during the session. They promote the children's awareness of the need to follow good routines of personal hygiene. Staff knowledge of child protection is mostly satisfactory.

There is a excellent selection of suitable toys and activity resources, for the good range of stimulating and enjoyable activities provided for the children. The staff interact with the children enthusiastically and know them well. The key worker system operated at this group, ensures that each child's needs are identified and met. The children respond well to the staff's, consistent, positive management of

their behaviour and enjoy the praise they receive for their good behaviour.

Staff have very good relationships with the parents, who are welcomed and kept well informed of their child's progress and activity within the group. Information is shared in many ways to enable the staff and parents to work together to meet the children's needs. All documentation meets requirements, is well maintained and professionally organised.

What has improved since the last inspection?

At last inspection the group were asked to complete CRB checks for all staff, these have now been completed and were seen at inspection. They were also asked to obtain information of ACPC procedures, these are now implemented and displayed for staff and children.

What is being done well?

- The children enjoy an excellent range of stimulating activities, which are well planned to cover all areas of play and learning and to ensure that the needs of all children are met. Staff's interaction with the children is very good. They are particularly interested in what the children have to say and encourage them to explore, work things out for themselves and make decisions.
- There is an excellent selection of age appropriate, safe and well maintained toys, play equipment and activity resources, to provide enjoyment and stimulation for the children and to promote their awareness of the wider world. The children have very good access to the range of activities available at each session and can ask for additional resources of their choice, as different resources are available each day to provide variety.
- The children are recognised and valued as individuals, yet they are treated with equal concern. They are encouraged to share, to take turns and to respect each other. The staff know the children well and they operate a key worker system which enables them to get to know their key children particularly well. This helps the staff to ensure that the needs of every child are met.
- The staff manage the children's behaviour appropriately, consistently and positively. All staff are familiar with the group's policy, which is available for parent information at each session. The children are very well behaved and enjoy the praise freely given by the staff.
- Staff have excellent relationships with the parents and they share information regularly to identify and meet the children's needs. Parents are given information about the provision in a variety of ways and the children's key workers ensure that parents are fully informed about their child's progress.

What needs to be improved?

- the knowledge of child protection issues.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

not applicable

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
13	Ensure that staff have up to date knowledge of child protection issues.

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

How effective is the nursery education?

Pool Pre-School provides high quality nursery education which enables the children to make very good progress towards the early learning goals in all six areas.

Teaching is very good, staff have a very secure knowledge of the Foundation Stage curriculum and a clear sense of purpose in their teaching, continually questioning and teaching the children e.g. "what shape is the bean bag?" "this is a hexagon". Staff work well as a team, they are well deployed, have an excellent ratios to children and make good use of time e.g. staff continually talk with children, involving them in play for example at the post office. The feelings and beliefs of all children are valued and good behaviour is actively encouraged and supported e.g. when children are polite and say "excuse me please" staff give praise and reward them with stickers. Staff encourage children to help tidy up with them.

Leadership and management are very good. The person in charge and their deputy work well together, as do all staff. The person in charge

gives good direction through planning, which includes staff deployment to areas of play. There is a strong team spirit, which has a positive effect on children's learning and the working of the Pre-School is of a high standard. Staff regularly attend training and two new members are attending NVQ Level 2 at present, and all other staff are encouraged to do further training e.g.

child protection, first aid, foundation stage training etc. They work with other agencies and ask people in to the group to extend children's learning, e.g. Indian lady visits the group to show how saris are worn.

The pre-school has good partnerships with parents. They have daily contact, regular newsletters, and profiles are available for parents to read and contribute to. Parents are also encouraged to support the educational topics. Parents feel that their children are well cared for and are making good progress in their learning.

What is being done well?

- The leadership of the group and the close team work ensures that clear aims and a strong emphasis on learning through play are promoted effectively.
- Children are making very good progress in all six areas of learning through well planned activities and access to a wide range of appropriate resources.
- Quality of teaching is of a consistently high standard and thus challenges the children,
- increasing their thinking and skills.
- There is an excellent emphasis on the development of reading and writing skills and the expression of imaginary ideas through role play.

- Children thrive in a learning environment in which their thoughts, feelings and achievements are highly valued. They are well behaved and respectful towards each other and adults.

What needs to be improved?

- the opportunities to enable children to be more independent.

What has improved since the last inspection?

Very good progress has been made in tackling the points for consideration identified in the previous inspection report. These required the group to improve opportunities for parental involvement. The group now have a very informative noticeboard, they send out regular newsletters, children's profiles are available for parents to read and comment on, and parents

contribute to topics and themes that the children are involved in.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are encouraged to express their feelings and have respect for each others opinions e.g. "excuse me please". Children are extremely enthusiastic and eager to take part in activities provided, working well together, independently and in groups e.g. children all want to go out to play with the bubbles, but they do not have sufficient independence at snacktime. Children are very settled and secure, they have strong sense of belonging and relate well with adult and each other.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

There are good opportunities for children to write, recognise their names and practise writing for a purpose e.g. in self registration and role play. All children listen carefully and respond enthusiastically to stories and songs e.g. story with props re-Jungle, 5 speckled frogs. Children interact and negotiate with others very well e.g. builders yard, and also with visitors to the setting. They confidently write and recognise their names and are keen to learn to write the names of others.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

All children can count from 1-10 with confidence independently, and in a group, up to 19 and above. Children use language to describe and compare size and shape e.g. big envelope for a large letter, and in a shape game, they recognise rectangles, semi circle etc. All three and four-year olds are beginning to show an interest in calculating through songs e.g. with fingers they count five speckled frogs when singing.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children learn effectively about their environment and the natural world e.g. trips to the school conservation area and a nature table. The children are beginning to know about their own cultures, beliefs and those of other people e.g. photo evidence of celebrating festivals, Diwali, Chinese New Year, American Independence. Children know how to operate simple everyday technology with confidence, for example, they use computer games with good mouse control and use Roma the robot.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children show good awareness of space, themselves and others and are beginning to recognise the importance of keeping healthy e.g. in the hall they find a space, make a big circle, and can recognise that bananas are healthy. All children move freely with pleasure, confidence and enthusiasm, both in the hall and within the room with activities. They handle tools, objects, construction and malleable materials safely, with increasing control e.g. they help to make dough and knead clay.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children use excellent resources to create props to support their role play e.g. they use stamps and envelopes in the post office, and select dressing up clothes. They use their imagination very well, for example children give adults tickets to go on holiday on the train and then stamp them. Children can name and match colours, shapes confidently through games and when free painting e.g. 4yr old knows that red and white make pink. Children are very enthusiastic 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 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;
- increase the opportunities for children to become more independent at snacktime.

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.