



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 151508

DfES Number: 543370

INSPECTION DETAILS

Inspection Date 16/02/2004
Inspector Name Joanne Wade Barnett

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Tiggywinkles Pre-School and Playgroup
Setting Address Joydens Wood Community Centre
Birchwood Drive
Dartford
Kent
DA2 7NE

REGISTERED PROVIDER DETAILS

Name Mrs Susan Hush

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

Tiggywinkles Pre-School opened in 2001. It operates from the main hall with two additional rooms within the local Community Centre in Joydens Wood. The pre-school serves the local area.

There are currently 27 children from two to five years on the roll. This includes funded three and four year olds. Children attend various sessions. The pre-school opens five days a week during school term time from 09.15 to 12.00.

Tiggywinkles has 11 part-time staff who work with the children. All have early years qualifications or are currently on training programmes. The setting receives support from a teacher from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Tiggywinkles Pre-school provides good quality care for children.

Staff provide a caring and welcoming environment for children. The required records, procedures and policies are in place and staff understand them well. However some records need to reflect current legislation. Staff have a sound knowledge and understanding of the national standards. They give high priority to children's safety and have clear procedures for the safe collection of children at the end of each session. Children learn about good health hygiene through staff encouragement and regular routines for hand washing. Children are sociable and interact within their peer group at snack time, however there is little opportunities for children to develop self-help skills.

Children have access to an adequate range of activities both inside and outdoors. Activities provided are selected in accordance with the child's age and stage of development as well as their preference. Staff gauge the level of activity using the knowledge of each child's level of development and understanding. Staff are

interested in what children say and do and respond and listen to them with praise and encouragement. They have high expectations of children's behaviour which results in children being generally well behaved throughout the session.

The pre-school are aware of the importance of working in partnership with parents. They form relationships that ensures the correct information is gain to offer the appropriate care to the individual child. Parents have access to a good range of information regarding the care of their children.

What has improved since the last inspection?

not applicable

What is being done well?

- Staff provide a caring and welcoming environment for young children.
- Staff plan and provide a range of activities to develop children's emotional, physical, social and intellectual capabilities which build on their curiosity and promote their learning.
- Staff give good regard to security. The premises are secure and staff provide an effective system for the safe arrival and collection of children.
- Staff endeavour to promote positive relationships with the parents, keeping these relationships professional but informal. Plenty of information is available for parents, either on display or sent home.

What needs to be improved?

- the documentation: i) correct records regarding administration of medication. ii) Ofsted address on the complaints procedure.
- the record keeping, so that records are permanent and cannot be tampered with.

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
7	keep a written record, signed by parents, of medicines given to children
12	ensure the complaints procedure includes the address and telephone number of Ofsted
14	ensure records are recorded in ink as a permanent record

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

How effective is the nursery education?

The provision at Tiggywinkles Pre-School is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals in all six areas of learning.

Teaching is generally good. Staff are committed and work well as a team. They have a secure knowledge of the early learning goals and effective planning is developing to help children make good progress. Staff know children well and are sensitive to their needs helping all children to feel valued. A strong emphasis is placed on play and meaningful experiences. Children are confident and happy in their 'free play'. The curriculum is generally well balanced, but aspects across the six areas are not systematically covered. Staff plan a range of table top activities that can be adapted to include all stages of development. The system of assessment and record keeping provides staff with useful information to monitor children's learning. Staff are familiar with the Code of Practice for the Identification and Assessment of Special Educational Needs and appropriate monitoring systems are in place.

Leadership and management is generally good. Staff are well supported in the care and education that they provide for young children. The supervisor and staff have worked hard to develop a strong team and are committed to providing opportunities for staff development. They meet regularly to review and evaluate the effectiveness of the curriculum.

Partnership with parents is good, contributing to children's progress. The pre-school provides excellent information for parents about the curriculum and child's development. They receive opportunities to discuss their child's progress with their key worker and are welcomed into the group.

What is being done well?

- Partnership with parents is good, contributing significantly to children's progress. The pre-school provides excellent information for parents about the curriculum and key worker folders about their child's development.
- Children are happy, settled, and excited about what they do. Many positive relationships have developed at pre-school. Children learn to take turns and share fairly.
- Staff plan and provide an environment that reflects the importance of language through books. Children speak clearly and confidently to their friends and adults.
- Children in the pre-school are provided with well planned activities which build on their curiosity and promote their learning.

What needs to be improved?
<ul style="list-style-type: none">● the use of resources to promote information and communication technology.● children's independent particularly at snack times with self selection.

What has improved since the last inspection?
not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children generally arrive happily and settle quickly and build good relationships which are supported by staff. Children's behaviour is generally good and children are forming good friendships with other children and adults. Children are confident and move around their environment purposefully.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children speak confidently to adults and their friends. The pre-school have a range of good quality books which children visit on a regular basis to retell experiences to adults and other children. They are beginning to recognise familiar words and to practice their emerging reading and writing skills in a variety of ways, however this is not clear in children's individual progress within the early learning goals.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children count confidently and staff encourage them to use mathematical language. Children explore shape and size for example as they fill shopping baskets with food in 'the house', construct and complete puzzles. Some opportunities are provided for children to be aware of simple ideas of addition and subtraction, but opportunities are missed in the daily routine such as snack time. Numbers are not effectively displayed for children to recognise numbers as part of their play and routine.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children relate to past and present events, using characters from familiar settings and family within role play situations. They show a keen curiosity towards construction fixing and mending, working together in groups to solve practical problems. There are sufficient opportunities for children to look closely at similarities, differences and change, however further opportunity for children to use information technology should be explored.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children's fine manipulative skills are developing well as they display good skills when threading, cutting, painting, drawing and constructing. Regular opportunities to use large equipment ensure that children move around safely, displaying a good awareness of themselves and others. Children learn about the importance of personal hygiene and healthy eating through discussion, displays, topics and regular hand washing.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children freely express themselves through prepared creative activities. They are able to demonstrate and describe what they have made. They use colour to relate to everyday objects. Staff offer effective use of music and movement to enable the children to understand the link between rhymes and sound and movement. However staff do not offer much opportunities for children to initiate songs and music and the use of 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

- improve the use of resources to promote children's awareness of information and communication technology.
- improve children's independent particularly at snack-times with self selection.

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.