



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 110011

DfES Number: 512732

INSPECTION DETAILS

Inspection Date 27/01/2004
Inspector Name Anne Gunston

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Swan Pre-School
Setting Address 219 St. Nicholas Avenue
Gosport
Hampshire
PO13 9RJ

REGISTERED PROVIDER DETAILS

Name NAVAL UNDER FIVES

ORGANISATION DETAILS

Name NAVAL UNDER FIVES
Address 8 Shackleton Road
ROWNER
Gosport
Hampshire
PO13 9SG

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

Swan Pre-school is situated in Rowner, Gosport and is one of the child care services operated by the Naval Under Fives organisation. It has been registered since approximately 1985 and has been in its current premises since 2001, serving the local community at all times. The premises are a ground floor flat with a secure garden for outside play in a residential area. The pre-school is registered to provide care for eighteen children from two to five years, however it is their policy to accept children once they reach the age of two years and nine months.

There are currently 18 children attending who are in receipt of funding for 3 and 4 year olds, the pre-school has arrangements in place to support children with special needs or who may have English as an additional language.

The pre-school is open from Monday to Friday during term time, and offers sessional care from 09:15 until 11:45 and 12:15 until 14:45.

There are currently four staff employed to work with the children, two senior staff hold relevant level 3 qualifications, both assistants are working towards a qualification of level 2 and above. The staff work closely with an advisory teacher in the locality and receive support from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Swan Pre-School provides satisfactory care for children. There is a clear management structure and pre-school is efficiently operated by a qualified staff team, in most instances staff's time is well spent working directly with the children. The environment is welcoming to both children and parents, and there is a good range of toys and equipment. Sufficient space is provided in the pre-school, however this is not always best used at the beginning and end of each session.

The staff team take collective responsibility for children's safety and provide for children's dietary needs in accordance with parents' wishes. Staff have sufficient

experience and skills to enable them to care for children with special needs, however relevant training has not yet been completed. Standards of hygiene throughout the pre-school are good.

Staff are able to meet the individual needs of children in their care, however the organisation's admissions policy is not fully inclusive. A broad range of interesting activities is provided and all children are included. Staff have an understanding of how to manage children's behaviour, most children behave well. Child protection procedures are understood by existing personnel, however new staff are not informed of these at induction.

Effective relationships are formed with parents, essential information is shared on a daily basis. All essential documentation is in place, some lack the necessary detail.

What has improved since the last inspection?

At the last inspection it was noted that the first aid qualification for staff had lapsed. The organisation acted promptly in ensuring that a staff member with a valid qualification was in place. All of the current staff team are suitably qualified, providing a safe environment for children.

What is being done well?

- Staff greet children by name on arrival and display children's artwork at their own height so they can recognise and be proud of their achievements. Children are able to have unrestricted, safe access to necessary facilities, and procedures are in place to supervise children during activities in the garden or off-site.
- All resources are well maintained in a safe, clean condition. Play materials are stored at child height, enabling all children to make choices about their play, ensuring they have easy access to a variety of materials and opportunities.
- Staff ensure the children's safety by maintaining good child - staff ratios and supervising the children closely at all times. All hazards have been identified and precautionary measures are in place to reduce the risk of accidents. Staff work well together to ensure that children are kept safe at all times. Access to the pre-school is well monitored, the premises are secure.
- Staff are knowledgeable and consistently encourage children to learn good hygiene routines. There are effective procedures in place to promote children's good health, parents are well informed of health issues, documentation to record accidents is promptly shared with them.

What needs to be improved?

- documentation, to ensure that the register is an accurate record of children's attendance

- induction procedures with regard to child protection training for staff
- the use of accommodation and staff to ensure that children are fully supported and involved at all times
- the admissions policy with regard to acceptance of children in nappies
- regard to the Code of Practice for the Identification and Assessment of Special Educational Needs to ensure that the SENCO attends appropriate training.

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

Std	Recommendation
2	Ensure child protection training forms part of the induction for new staff.
2	Review use of accommodation and planning of activities to ensure children's are actively involved at all times.
9	Review admissions procedures to ensure these are fully inclusive.

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

How effective is the nursery education?

Swan Pre-School offers acceptable provision and is of good quality overall. Children are making generally good progress towards the early learning goals.

The quality of teaching is generally good. Written plans are linked to the six areas of learning and make it clear what children are expected to gain from activities. Most staff have a sound knowledge and understanding of how children learn and the early learning goals. They make good use of daily routines, activities, and incidental opportunities to extend children's learning. Appropriate support is offered for children with special needs or who have English as an additional language. Current assessment systems are not always fully used to inform planning and therefore identify how activities will be adapted to meet all children's needs.

Organisation of the session does not always enable children to display considerate behaviour.

The leadership and management is generally good. Management encourage staff to undertake relevant training, and offer practical support on a daily basis. They are clear about their role and responsibility and regularly monitor the quality of pre-school provision. All staff are encouraged to take part in self-appraisals as well as contribute towards an annual appraisal by senior staff. Staff work well as individuals and as a team, they recognise their own strengths and weaknesses and have put strategies into place to improve their knowledge, however supervisors have not yet completed appraisals for all staff.

The partnership with parents is generally good. Parents are well informed about the pre-school aims, its routines and activities by means of newsletters, a prospectus and noticeboards. They have a positive view of the pre-school and feel happy to share any concerns with the supervisor, staff or management of the Naval Under Fives organisation. However they are not consistently provided with opportunities to share their knowledge of their child.

What is being done well?

- Children have a positive approach to attending pre-school, they are confident in leaving their parents and look forward to activities prepared by staff. Staff have a good knowledge of each child in their care, listen attentively to them and respond promptly to their needs.
- Children's knowledge and understanding of the world is developing well. They show interest in activities and resources, in particular I.T. equipment and craft materials. Staff prepare a stimulating environment which promotes children's interest in the local area and the wider world.
- Children's progress in mathematics is developing well, many opportunities

provided throughout the session extend children's knowledge and understanding of numbers, shape and size.

What needs to be improved?

- opportunities for children to develop conversations within small groups
- the organisation of each session so that children are not expected to sit still for extended periods of time
- children's awareness of space and others around them
- staff's assessments of where children are in their learning so that this informs planning of future activities.

What has improved since the last inspection?

Swan Pre-School has made generally good progress since the last inspection. Key issues to be addressed related to improving staff's knowledge of the early learning goals; use of assessment records to inform planning of activities for each child and improving teaching methods to take account of children's developmental stage.

Progress has been primarily achieved by the appointment of the current supervisor in September 2003. She listened to the staff, accepted that they were often unable to attend out-of-session training sessions, so provided each with curriculum guidance so that they could learn in their own time, to suit their own family commitments. Staff's knowledge of the six areas of learning is improved, and their confidence in using the stepping stones is increased.

They were also asked to provide additional practical activities to take into account the differing needs of children. The supervisor has provided easy-to-use guidance for each activity planned to assist staff in recognising when a child has achieved the expected outcome. This has resulted in staff using appropriate questioning to extend the more able child and maintain all children's interest in their play.

Documentation is in place to assess each child's progress, however not all staff use these tools to inform planning of future activities.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children develop good relationships with adults and other children in the pre-school. They learn to co-operate, show patience and care for each other. Most can work independently and are able to concentrate well, however some children are disruptive in group activities as they have to be still for extended periods of time at the beginning and end of sessions. Staff are knowledgeable about children's home circumstances and use praise and encouragement enabling each child to feel valued.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children enjoy books and most listen attentively to stories, all thoroughly enjoy songs and rhymes. Many children are becoming confident writers and show they understand the purpose of writing, staff prepare the environment well to promote this. Children express themselves well as they play, particularly good use is made of role play, staff intervene and question appropriately to make children think. However, children are not being encouraged to engage in conversation in small groups.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are engaged in a broad range of activities and use free play to promote their understanding of shape and number, measurements and comparison. They show an interest in numbers and counting, particularly during songs and rhymes. Staff provide a stimulating environment where numbers, shapes and colours are consistently represented. Some assessments do not indicate how activities will be tailored to suit each child's needs.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are becoming confident in using information technology, such as computer programmes, telephones and calculators. Children gain an increasing understanding of where they live and the wider world, conversations between staff and children, and use of photographs, encourage discussion of past and present events. Some assessments do not indicate how activities will be tailored to suit each child.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children understand about the importance of keeping healthy and follow good hygiene procedures. They recognise what they need to do to look after themselves. They are becoming skilled at using construction equipment, and frequently use paper, card, recycled materials, paintbrushes and glue. However some children do not have a good awareness of space, and need frequent monitoring by staff in order to maintain a safe environment for all.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children are able to choose their own materials to create pictures and models, which challenges all abilities. They have many opportunities to use their senses and explore varied materials, for example by play with sand or dough, and tasting and smelling food at snack time. They use their imagination and express their ideas, staff encourage this by timely intervention and discussion during children's play. However some assessments are not fully completed.

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 children's communication skills by encouraging their conversation within small groups;
- evaluate organisation of sessions to ensure children gain spatial awareness and show consideration for others;
- improve the use of assessment so that it directly links to planning of future activities for each child.

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.