



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 130639

DfES Number: 514512

INSPECTION DETAILS

Inspection Date	02/12/2003
Inspector Name	Sheila Harrison

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Knutsford Community Pre School
Setting Address	Knutsford JMI School Knutsford Avenue Watford Hertfordshire WD24 7ER

REGISTERED PROVIDER DETAILS

Name	The Committee of Knutsford Community Pre School 1036016
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ORGANISATION DETAILS

Name	Knutsford Community Pre School
Address	Knutsford JMI School Knutsford Avenue Watford Hertfordshire WD24 7ER

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

Knutsford JMI Pre-School opened in 1974. It operates from a purpose built classroom within a Primary School in Watford, and serves the local area.

There are currently 66 children from two years and nine months to five years on roll. This includes 29 funded 3 year olds and 8 funded 4 year olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs and who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 09:00 until 11:15 and 12:50 until 15:10.

Eight staff work with the children. There is one full time qualified teacher and seven part time staff.

Six members of staff have early years qualifications to NVQ Level 2 and 3, and the other member of staff is working towards an early years qualification. The setting receives support from the school and the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Knutsford Community Pre-school provides good care for children aged 2-5 years.

The pre-school provides a safe, bright and stimulating place where the children move confidently. The provision is suitably organised, and effective use is made of the space. Staff create an orderly, supportive environment. They are conscientious, use their time well to the benefit of the children and are suitably deployed. The staff are well qualified, and wish to increase their knowledge of child care and education issues and in developing good practice. They found the development of the operational plan a useful tool in evaluating their practice. However, some recording procedures could be improved.

Children are offered a broad, balanced range of activities which develops the

children's knowledge, understanding and independence. The carefully planned routine supports the children's learning. There are appropriately labelled, good quality and easily accessible resources which are of natural and man made materials. Children have the opportunity to select their own equipment. Staff build warm meaningful relationships with the children who appear happy and well behaved. They ensure children are included, secure and their family situations are respected. Staff engage with the children's play indoors and outside encouraging the children to develop their imagination and dexterity.

There are strong partnerships and trusting relationships with the parents. Their contributions are valued and any parental concern is quickly dealt with.

What has improved since the last inspection?

At the last inspection the provider agreed to make the playground safe, undertake a risk assessment, keep a record of visitors, to develop an emergency evacuation plan and to ensure the electrical sockets are out of the reach of children.

The provider has made the gate secure and completed a risk assessment prepared by the Pre-School Learning Alliance and practice emergency evacuations with the school which have been recorded and evaluated. Socket covers have been fitted to all accessible sockets and a record of visitors is kept by the school and within the pre-school.

What is being done well?

- Staff are well deployed within the pre-school. They have worked hard to become a strong team and are committed to developing the provision through regular team meetings, appraisals and further training. This ensures the children are well supported, children are confident and secure.
- There is a strong emphasis on equal opportunities throughout the pre-school. Children with special needs have additional staff support and suitable resources are obtained to help them take part in every day activities. The equal opportunities policy covers all aspects of the pre-schools work and is understood by all the staff. Different families backgrounds and cultures are respected and thoughtfully celebrated.
- Children's independence is encouraged through the ability of the children to choose and replace the resources, and the café system for snacks. The children choose a time suitable for them to have their break and to have a range of differing tastes including crackers or toasted fruit bread. They are encouraged to apply their own spreads.
- Staff have an effective working relationship with the parents and are aware of the importance of good two way communication on a daily basis through the key worker scheme. Parents are provided with clear information including regular newsletters and information on the current theme. Parents are involved in the management of the pre-school and can help during the session. Staff are sensitive to the needs of parents when working with other

professionals.

What needs to be improved?

- the procedures for completing the accident book.

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	ensure accident records are kept confidential.

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

How effective is the nursery education?

The provision for nursery education at Knutsford Community pre-school is of high quality. Children are making very good progress towards the early learning goals.

The quality of teaching is very good. Staff have developed meaningful relationships with the children and are successful in supporting them through the key worker system and the specialist teachers. Their confidence and sense of belonging are fostered well. Staff ensure worthwhile use is made of time and resources, although, occasionally, interruption by older more physically able children affects the children's ability to concentrate and learn effectively.

Supportive provision is made for children with special needs to ensure they are included in all activities and appropriate support is given. There are suitable strategies to support funded children with English as an additional language. Adults have a secure understanding of the Foundation Stage, and plans provide a broad, balanced and purposeful curriculum which include a range of stimulating activities, both indoors and outside. Planning is undertaken by and discussed among the team. The learning intentions are understood and evaluated. Staff are confident to divert from the plans to allow the children's emerging questions of how things work. Assessment informs the planning with the areas of children's development being highlighted.

Leadership and management are very good. The committee and leader are supportive in staff training and professional development. The information from staff observations, inset days and staff meetings are used to monitor and improve the quality of care and education.

The partnership with parents is generally good. A welcoming and enthusiastic relationship has been established. Parents are given information about their children's development. However, some parents comment on a lack of knowledge of the Foundation Stage. Plans are displayed for parents information in the reception area.

What is being done well?

- Staff plan a curriculum to promote progress towards the early learning goals and the inclusion for all children. They provide an inviting environment that is organised to help the children become self sufficient and independent. The children have exciting opportunities to explore their environment, other cultures and to develop their imagination and creativity.
- Staff build easy and trusting relationships with children. They manage the children well and have high expectations for behaviour. Children actively participate in a wide range of activities to support their learning in the

Foundation Stage.

What needs to be improved?
<ul style="list-style-type: none">● Learning opportunities to challenge the older more physically able children.● Information for parents on the Foundation Stage.

What has improved since the last inspection?
<p>The pre-school has made very good progress since the last inspection.</p> <p>They have expanded the opportunities for problem solving and exploring how things work. There are activities with ropes and pulleys, visits to the community including visits to the local road works, building works and shops. There is a specific plan for children with English as a second language to develop their learning, however staff confidence in this area may be suitably extended.</p>

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

The children respond positively to staff and have formed strong relationships with their peers. Children behave well and cooperate with each other. Their confidence and independence is generally promoted through the daily routine and the positive staff support. Children have valuable opportunities to share their experiences of home and family. They make choices of resources, activities and in the café. Children participate in decisions and have named the angel for the Christmas display.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children talk confidently to each other, adults and in groups. Staff use a wide range of props to extend the children's story time and they respond with enjoyment. Children anticipate and retell stories. Children have opportunities to link letters with sounds. They understand the meaning of print with valuable use of labels and opportunities to recognise their names including their names in other scripts for children with English as a second language.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count to ten, recognise number, shape and sizes. They are confident in simple problem solving, addition and subtraction through everyday activities including stories and rhymes. They use estimation skills whilst measuring the legs of the bird table and commented on the weight of the tools. There are displays of groups of numbers as children compare their height and make graphs of their favourite toys. Children record their constructions of blocks.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children acknowledge various festivals from their families experience, using food and artefacts from around the world. They grow, harvest and cook vegetables during the summer. Children develop a sense of time, discussing the date, calendar and observing the clock. They have suitable use of everyday technology on the pre-schools computers which are graded according to the children's increasing understanding. When the torch failed to light, children were able to question how things work.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move confidently. They have good opportunities to develop control over their bodies, such as running, jumping and pedalling tricycles and small -scale movements with tools and equipment. The children examined the tools used to construct the bird table but did not see them in use. Children develop awareness of health through the hand washing routine and through the examination of how their bodies react to physical exercise.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children are encouraged to experiment with a wide and stimulating variety of creative mediums. They plan and execute a creative activity, choosing the materials and tools with ample time to complete it to their satisfaction. Role play activities are varied and interesting with suitable artefacts to extend the children's learning. There are many worthwhile opportunities for children to explore their voices, sounds and experiment 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:
- to expand the learning opportunities to challenge the older more physically able children.
- to develop information for parents on the Foundation Stage.

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.