



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 206903

DfES Number: 519966

INSPECTION DETAILS

Inspection Date 13/10/2004
Inspector Name Sharon Dickinson

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Weston Under 5's
Setting Address Village Hall
Main Street
Weston On Trent
Derbyshire
DE72 2BL

REGISTERED PROVIDER DETAILS

Name Weston Under 5's 1022679

ORGANISATION DETAILS

Name Weston Under 5's
Address Village Hall, Main Street
Weston-on-Trent
Derby
Derbyshire
DE72 2BL

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

Weston Under 5's Pre-School opened in 1971. It operates from the village hall in Weston On Trent and also has access to an outdoor play area. The setting serves the local area.

There are currently 12 children from 2 to 5 years on roll. This includes four funded 3-year-olds and three funded 4-year-olds. Children attend for a variety of sessions. At present no children attend with special needs nor whom speak English as an additional language.

The group opens three days a week during school term times. Sessions are from 08:45 until 11:15.

Three part-time/full-time staff work with the children. Two members of staff have early years qualifications to NVQ level 3. One member of staff is currently working towards a recognised early years qualification. The setting receives support from a teacher from the Early Years Development and Childcare Partnership (EYDCP). The setting receives funding for nursery education. The group is a member of the Pre-School Learning Alliance (PLA).

How good is the Day Care?

Weston Under 5's Pre-School provides good care for children. The pre-school is very well organised. Staff, time and resources are used effectively to meet children's needs. The comfortable, well maintained premises offer sufficient scope for a range of indoor and outdoor activities. There is a good range of toys and equipment which are accessible to children creating a stimulating environment. Most required policies, procedures and records in place and used effectively to support management of setting.

The pre-school pays good attention to safety issues including escorting children across the road to use the school play area, however, a full risk assessment of the premises is yet to be conducted. There are good procedures for hygiene and staff

encourage children to learn about this during daily routines. Drinks and snacks are provided in-line with children's preferences and parental wishes. Fresh drinking water is readily available and accessed by children throughout the session.

Staff create a relaxed and friendly environment helping children feel secure and confident and develop interest and enjoyment in a varied range of child-chosen and adult-led activities. Staff talk and listen to children, helping them extend and express their ideas and thinking. Staff have a good awareness of children's individual needs, they ensure all children are included and have equal opportunities to enhance their learning and play. Children's behaviour is managed well, positive behaviour is valued and encouraged developing children's self-esteem. Good relationships with parents enable effective channels of communication.

What has improved since the last inspection?

All actions have been addressed since the last inspection ensuring a continued safe and secure environment for children. Two members of staff now hold appropriate first aid qualifications. Relevant vetting processes have been adhered to by all staff and committee members and a named contact has been identified. Most policies, records and documentation is in place, however, the current child protection procedures and medication records are to be revised and implemented in-line with requirements.

What is being done well?

- Staff create a relaxed and friendly environment helping children feel secure and confident, they engage in children's play and conversations, helping them extend and express their ideas and thinking.
- The pre-school is well organised. Staff, time and resources are used effectively to meet children's needs.
- Good relationships with parents enable effective channels of communication. Staff recognise children as individuals and adapt to their differing needs appropriately.
- The methods for dealing behaviour are sensitive, appropriate and take into account children's age and stage of development. Positive behaviour is valued and encouraged developing children's self-esteem.

What needs to be improved?

- Child protection statement in relation to updated guidance, and procedures to be followed in the event of an allegation being made against a member of staff or volunteer.
- A risk assessment is to be conducted of the premises.
- Procedures and records relating to the administration of medication.

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
14	Devise, implement and review documentation in relation to child protection procedures, medication policy and records and risk assessment.

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

How effective is the nursery education?

Weston Under 5's Pre-school offers a welcoming and well organised learning environment where children feel happy and secure, overall children make generally good progress towards the early learning goals. They make very good progress in their personal and social development.

The quality of teaching is generally good. Staff provide a stimulating learning environment, they interact skilfully with children extending their learning through careful questioning developing their confidence and self-esteem. Staff have a generally good understanding of the foundation stage curriculum, long-term plans provide balanced coverage across all areas of learning, although some areas are not sufficiently revisited to secure children's learning.

Staff observe and record children's development although the current system is not effective in showing how children have progressed or where they need support. Development records and evaluations are not used to influence future planning, therefore planning does not take into account children's individual needs.

The leadership and management of the setting is generally good. Staff meet regularly to discuss the curriculum. Liaison with external advisors such as a mentor teacher help the staff monitor and develop practice and systems have been put into place to help improve the quality of the provision, such as staff appraisal. The setting is committed to staff development and training which helps to promote the improvement of care and education for all children.

The partnership with parents is generally good. Parents receive useful written information about the pre-school provision and the foundation stage. There is a friendly and relaxed atmosphere with regular opportunities for them to talk to staff informally about children's routines and activities, however, there are no formal systems for parents to access to their child's assessment records, providing opportunities for them to contribute their own comments and observations.

What is being done well?

- Children show a positive approach to learning, they are interested in the activities presented and interact confidently with both adults and peers.
- Children have many appropriate opportunities to practise their emerging writing skills as for example, as part of role play.
- Children are familiar with many songs and rhymes and join in with enthusiasm. They move imaginatively during action songs and copy sign language demonstrated by a parent helper.
- Staff work well as a team, provide a stimulating learning environment. Staff's skilful interaction with children ensures they develop a positive self-esteem

and confidence as a foundation for future learning.

What needs to be improved?

- Use of assessment, ensuring the current system is effective in showing how children have progressed or where they need support and used to inform future planning enabling sufficient challenge.
- Systems of sharing children's progress with parents providing opportunities for them to contribute their own observations and comments.
- Planning, to ensure aspects of learning are revisited sufficiently to secure children's learning and links between learning aims and activities on short term plans are clear.
- Organisation, to encourage children's confident enjoyment of books and stories by monitoring and supporting their frequent use of the book corner.
- Opportunities for children to be supported in their use of technology.

What has improved since the last inspection?

Key Issues identified at the last inspection have been addressed. Assessments now clearly reflect the stepping stones, areas of learning and the early learning goals although they are not yet used effectively. Daily planning has been revised by the new staff team. Focus activity sheets are completed for more structured activities, and learning aims are recorded on short term plans however it is less clear how these aims are linked to daily activities. Staff are currently working to further develop continuous learning sheets and medium term planning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children demonstrate a positive approach to learning, showing great enthusiasm in their play. Clear and consistent expectations for behaviour help children begin to understand the effect of their actions and show care and concern for others and their surroundings. Staff show them that they are valued, successfully building their confidence and self-esteem by praising and encouraging their efforts. Independence skills are well fostered.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children engage easily in conversation, their thoughts and ideas are valued. Staff introduce new vocabulary within their play. Children are beginning to recognise their own names and more able children link letters and sounds confidently. They have many appropriate opportunities to practise their emerging writing skills. There is a welcoming book corner with a good range of books however children do not independently access this regularly throughout the session.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children use a wide range of mathematical language in their play such as 'more' or 'less'. They learn to use number in everyday situations like counting the number of children present. Children demonstrate good matching and sorting skills for example through sorting plastic animals into bowls, and have an understanding of shape, size and position. Children develop simple calculation and problem-solving skills, for example when singing number rhymes and through the daily routine.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children learn about their environment and different cultures through topic-based activities. They demonstrate an understanding of everyday technology; using phones and tills in role play. They have good opportunities to explore and investigate materials using their senses. Children talk about their own lives and enthusiastically join in 'show and tell' sessions. The setting has access to a computer, however this is not planned due to lack of staff knowledge and confidence.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children have opportunities to practise a range of skills, including balancing and climbing, and use apparatus with confidence and co-ordination. They are developing good fine manipulative skills through a range of activities using writing implements and tools. They show an early understanding of health and bodily awareness when managing the toilet and washing hands before snack. Children perform actions to songs and play ring games developing an awareness of space.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children engage enthusiastically in role-play and small world activities based on first hand experience and imagination, this area is well resourced and supported by staff. They are developing their senses through carefully chosen activities and use language effectively to describe their experiences. Children are familiar with many songs and rhymes, they move imaginatively during action songs and copy sign language demonstrated by a parent helper.

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

- Develop assessment systems to show where children are at in their learning and ensure these are used to inform future planning. Ensure systems are in place to share children's progress with parents providing opportunities for them to contribute their own observations and comments.
- Further develop planning to ensure aspects of learning are revisited sufficiently to secure children's learning and links between learning aims and activities on short term plans are clear.
- Increase opportunities for children to further develop their understanding of technology, in relation to use of the computer.

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.