



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 108450

DfES Number: 521164

INSPECTION DETAILS

Inspection Date 03/11/2003
Inspector Name Elizabeth Juon

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Holyport Pre-school
Setting Address Youth Club Hall
Money Row Green
Maidenhead
Berkshire
SL6 3NA

REGISTERED PROVIDER DETAILS

Name The Committee of Holyport Pre-school

ORGANISATION DETAILS

Name Holyport Pre-school
Address Youth Club Hall
Moneyrow Green
Holyport, Maidenhead
Berkshire
SL6 3NA

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

Holyport Pre-School opened in 1965. It operates from the Youth Club hall in the village of Holyport on the outskirts of Maidenhead. The pre-school serves the local area.

There are currently 49 children from 2 years 9 months to 5 years on roll. This includes funded 3 and 4 year olds. Children attend for a variety of sessions. The setting is able to support children with special needs and who speak English as an additional language.

The group opens 5 days a week during school term times. Sessions are from 09:30 until 12 or 12:45 and 12:45 until 14:45 on Wednesday and Friday.

There are 4 staff working directly with the children. Three have a relevant childcare qualification and one is currently working towards a qualification. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

The Holyport Pre-school provides good quality care for children. Staff deployment in the group is good and children are well supported. The staff arrange the space to be welcoming to the children, creating an environment where they feel happy and confident. There is a good range of toys and equipment available to the children. Most paperwork is in place, although some lacks the necessary detail and some documentation required by regulation is not in place.

Staff have an understanding of safety issues and precautions are in place to safeguard the children, however, risk assessments are not recorded. The staff encourage children to follow good hygiene procedures. Child protection procedures are understood and staff are able to support children with special needs.

A stimulating range of age and developmentally appropriate activities are provided.

The children enjoy the toys and activities on offer. The staff and children form good relationships which enable the children to feel secure and gain independence. The staff ensure children have equal access to the activities and they are aware of providing resources which promote positive images of society, but there are limited resources which represent disability. The staff act as good role models and children behave well.

The partnership with parents is good. Parents are welcome into the setting. There is a supportive committee made up of parents past and present. The group is committed to serving the local community. There are effective systems in place to share information with parents covering all aspects of care.

What has improved since the last inspection?

Not applicable.

What is being done well?

- The staff provide a welcoming environment where children feel happy and secure. The children have access to a varied selection of resources to promote learning through play.
- The partnership with parents is good. Parents are welcomed into the group as helpers and encouraged to be involved in their children's learning.
- Staff provide good role models for children's behaviour. There are good strategies in place for behaviour management and children behave well.

What needs to be improved?

- the documentation, to include: procedures to follow in the event of a fire; a record of children's existing injuries; parental consent to seek emergency medical treatment; a written risk assessment; Ofsted regional address and telephone number in the complaints procedure; a record of staff attendance in the register and the hours of children's attendance
- the resources to provide positive images of disability
- the procedures for checking that staff are suitably vetted.

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
1	Ensure that there are effective procedures in place for checking that staff are suitably vetted.
14	Ensure that all records and consents relating to day care activities are readily accessible on the premises and available for inspection at all times.

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

How effective is the nursery education?

The Holyport Pre-school offers good quality provision where the children make generally good progress towards the early learning goals.

Teaching is generally good. The staff know the children well and develop trusting relationships. They praise and encourage the children, ensuring they are happy. They have good knowledge of the stage of development of individual children. The adults provide a variety of activities for the children to promote learning and development. There is a good selection of resources. However the resources to promote physical development are not used to their full advantage or included in planned activities. At present staff have a limited knowledge of the foundation stage curriculum and do not use their assessments of the children to inform planning. As a result there are missed opportunities to extend learning for more able children. Children behave well, the staff are good role models. There are appropriate systems in place to support children with special needs and children for whom English is an additional language.

Leadership and management is generally good. There is a very supportive committee and staff team. Deployment of staff through the setting is good. The staff are encouraged to attend training and gain recognised child care qualifications. The supervisor and staff evaluate the activities provided through daily discussion at the end of the session.

The partnership with parents and carers is generally good and this has a positive impact on children's learning. A good relationship between staff and parents is evident. Parents are encouraged to help in the group and be involved in their children's learning. Parents are well informed about the pre-school but do not have information on the nursery provision and the stepping stones to the early learning goals.

What is being done well?

- The staff team and committee work well together to provide a safe, stimulating and happy environment for the children. They are committed to improving the provision of the early years curriculum for the children.
- The children are interested in the activities on offer and are motivated to learn. They interact well with each other and the adults. The children are confident and well behaved.
- The partnership with parents and carers is good.

What needs to be improved?

- the staff's understanding of the early learning goals
- the planning of the activities to be linked to the stepping stones of the early learning goals to provide a balanced curriculum, which clearly states the learning outcome of the activities on offer
- the use of assessment to clearly plan activities for older and more able children, to extend their learning.

What has improved since the last inspection?

The pre-school has made limited progress in addressing the key issues from the last inspection. The supervisor described how the setting is now providing opportunities for children to learn about other cultures, but this is not documented.

Staff are still not using the assessment system effectively to inform planning. However, they have introduced a key worker system in order to improve this area.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

The children are interested in the activities on offer and are motivated to learn. They interact well with each other and adults. They are learning independent skills. They behave well and are helpful to each other. Children are introduced to other cultures, but it is not clear in the planning how children's awareness of diversity in society is raised.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Adults listen and respond to what children say. Adults encourage stories, conversation and words. The children enjoy stories, songs and rhymes. The children show interest in books for fun and for information. There are missed opportunities for more able children to extend writing skills spontaneously or practice writing their name.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children can confidently count to 10 and beyond. They do simple calculations. They learn about shape and size. There are missed opportunities for children to count in every day situations, such as at snack time, or for staff to ask questions which will extend learning and make children think, for example at the sand pit.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have the opportunity to explore and investigate a variety of building materials, textures and items from the natural world such as leaves, birds nests. They are confident in their use of technology and have the opportunity to use a number of electronic resources. They talk about personal events in their life. There are missed opportunities to go out into the local area.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

The children move confidently in the setting and have an awareness of themselves and others. They are able to use a wide range of tools, small equipment and malleable materials safely and with good control. Children are confident and capable when undertaking routine activities, for example, putting on coats, visiting the toilet. Children play outside daily but there are missed opportunities for planned physical activity on large equipment.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children enjoy singing songs and rhymes from memory. They are developing an awareness of colour and have the opportunity to use a variety of materials of different textures. Children engage in role play and use their imagination and the available resources as props. There are missed opportunities to extend the learning of more able children as some activities are adult led.

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 staff's understanding of the early learning goals
- develop planning to ensure that all areas of the curriculum are included in the activities provided
- re-assess staff's use of assessment to clearly plan activities for older and more able children.

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.