



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 509539

DfES Number: 580673

INSPECTION DETAILS

Inspection Date 26/04/2004
Inspector Name Carole Gronow

SETTING DETAILS

Day Care Type Out of School Day Care, Full Day Care
Setting Name Little Deers Pre-school Group
Setting Address Deer Hall, Ringwood Road
Burley
Ringwood
Hampshire
BH24 4BU

REGISTERED PROVIDER DETAILS

Name Little Deers Pre-School 1060920

ORGANISATION DETAILS

Name Little Deers Pre-School
Address Deer Hall, Ringwood Road
Burley
Ringwood
Hampshire
BH24 4BU

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

Little Deers moved to its current premises in 2001. It is a committee run group and has sole use of a two-roomed hall in Burley. It serves the local area.

There are currently 27 children from two to four years on the roll. This includes eight funded three-year-olds and nine funded four-year-olds. Children attend for a variety of sessions. The setting currently supports children with special needs.

The group opens five days a week during school term time. Sessions are from 09:00 to 12:15, Monday to Friday. There is an optional lunch club also running on a Tuesday, Wednesday and Thursday until to 14:00.

Two full-time and four part-time staff work with the children. Two staff have early years qualifications to NVQ level 2 or 3.

The group receives support from a teacher / mentor from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Little Deers provides good quality care for children.

There are effective procedures in place for the appointment of new staff. All staff are supported and positively encouraged to undertake and continue training. The group have sole use of the premises, which are clean, well maintained and child friendly. Children have access to a wide range of resources covering most areas of play, which they find stimulating and challenging. All the required signed consents, policies and procedures are in place, including a clear accurate register of children and staff and a record of visitors.

All areas around the safety and security of the children have been well addressed. Staff are aware of the need to promote good health and hygiene practise for children and also the importance of minimising the spread of infection. The group is also

aware of the importance of promoting healthy eating and offers either fresh fruit or vegetables daily at snack time. The group liaises with parents and professionals in order to meet the needs of children. Staff are aware of their responsibility towards children in the area of child protection and the designated staff member undertook some training in this in 2000.

Staff develop good relationships with the children. They talk to each other and staff respond warmly to the children. Children are happy, settled and confident and they are familiar with the routines of the group. Staff are pro-active in encouraging positive behaviour and apply the behaviour management policy with consistency.

Parents are kept well informed about the group and the themes for the term through the notice board and by the regular newsletters. Staff make themselves available to discuss children with their parents daily.

What has improved since the last inspection?

Not applicable

What is being done well?

- The group has sole use of the premises which are brightly decorated. Children's work is on display as well as information for parents. Inside the space is well organised so that children are able to move around freely and safely, whilst experiencing a range of play opportunities. There are two secure areas for outside play. There is a concreted area available all year round. There is also a large grassed area, where children are able to play on natural features such as tree trunks as well as on other equipment, including a slide and play house.
- The safety and security of the children are given a very high priority. Children have to be taken into the building to be registered and collected from the room. On arrival and at departure a member of staff remains by the entrance in order to ensure that children do not leave unaccompanied. Doors are kept locked and visitors have to ring a bell for entry.
- Staff are positive role models and are consistent in their expectations of how children behave. Children know what rules are. They know that when it is time to stop an activity that they help tidy away and that they have to sit quietly in group time. As a result children's behaviour is good.
- Parents are very happy with the group and the care their child receives and feel that children are offered a varied range of exciting activities. Parents feel welcome at the group and find the staff friendly and approachable. The group is managed by a committee made up of parents and there is a voluntary rota for parents helpers. Staff are well aware of the importance of maintaining and respecting confidentiality.

What needs to be improved?

- the range of activities and resources that promote equality of opportunity and anti-discriminatory practice
- staff's knowledge and understanding of child protection issues.

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
9	Ensure that children have an appropriate range of activities and resources that promote equality of opportunity and anti-discriminatory practice.
13	Update staff's knowledge and understanding of child protection issues.

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

How effective is the nursery education?

The provision of nursery education at Little Deers is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals in mathematical and creative development. Their progress in all other areas is very good.

The quality of teaching is generally good. Most staff have a sound knowledge of the early learning goals and contribute to the planning of a balanced curriculum of activities to stimulate children's learning. They have good knowledge of children's abilities, although there is some weakness in the recording of progress. Staff liaise with other professionals to meet any special educational needs. They provide a stimulating environment with easily accessible resources, offering children choice and enabling them to develop independence. They constantly engage children in conversation, developing their confidence and language skills, and promote self-esteem and good behaviour with praise and encouragement.

Leadership and management are very good. An active committee provides strong support and works with the staff to continuously evaluate and improve the setting. A formal staff appraisal system identifies training needs and staff are supported in accessing training. The newly appointed supervisor is introducing new ideas and reviewing the systems of assessment and planning to further develop the provision. She provides strong leadership, ensuring that staff have a clear understanding of their roles and responsibilities.

Partnership with parents is very good. Parents are well informed about the setting and the group's activities and are encouraged to be involved in their children's learning. They are able to discuss their children's progress and are confident in raising any concerns, although they do not share in the formal record keeping process. Parents form the management committee, are actively involved with a rota of parent helpers, and join in regular fundraising and social events.

What is being done well?

- Leadership and management is very good. The management committee is formed of parents who have hands-on experience of the group, both through their children and by providing practical help in the group. They are responsible for the finances and fundraising and for providing excellent resources. Together with the staff they continue to evaluate and develop provision.
- Children are confident and well-behaved and develop good levels of independence. Staff enable them to make choices, and promote their self-esteem with praise and encouragement.
- Provision for physical development is very good. The new outside play area

provides a hard play surface as well as an exciting natural play space, where children can safely and imaginatively learn about control and co-ordination and practise new skills.

- Staff plan a variety of interesting topics to stimulate children's interest in their environment. They enable children to observe and investigate, to note similarities and differences and to record their findings and experiences.

What needs to be improved?

- the system of recording children's progress, so that the next steps of learning are identified and parents are able to be more involved in the process
- opportunities for simple calculation and problem solving
- provision for imaginative role play and small world toys.

What has improved since the last inspection?

Since the last inspection, premises, staff and committee have all changed and the original action plan cannot be traced, although it is evident that recommendations were addressed.

The first requirement was to "provide more opportunities for children to record number and operations such as addition and subtraction". Children do now record number although opportunities for simple calculation are limited.

The group was asked to "ensure that a variety of thickness of equipment such as pencils and paint brushes are available for children to use in order to further develop their manipulative skills". Children now use many different tools, pencils, crayons, felt tips, chinks and brushes of different sizes, as well as activities such as threading, planting seeds and using construction toys, in order to develop their fine motor skills.

The third recommendation was that the group should "consider ways of displaying and celebrating children's work". This was a problem in the old premises but now that the group has sole use of its building, the walls are decorated throughout with displays of children's work which create a bright, welcoming and stimulating environment.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children come confidently into the group and settle quickly at their chosen activities. They are able to sit quietly and listen and can concentrate for quite long periods. They are familiar with daily routines, know what is expected of them and behave well. Children play co-operatively with others, taking turns and sharing. They develop good levels of independence, choosing activities and selecting resources, dressing themselves and washing their hands.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Staff constantly initiate conversation so that children become confident speakers and learn to listen to each other. They enjoy books and stories, listening and responding attentively, and join in familiar songs with enthusiasm. They can recognise their written names and learn to link sounds and letters. Children show increasing pencil control and most three and four-year-olds can write their own names. Staff help them to use writing to record their findings and communicate their ideas.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Staff make counting an integral part of daily activities so most children can count to 10 and some beyond. They join in number rhymes with confidence. There is less opportunity for simple calculation and problem solving. Children learn to recognise and to write numerals. They practise the language of size, shape and position in various activities and use a range of resources to sort and match and recreate pattern.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are encouraged to learn and talk about their environment and events in their lives. They learn about their own culture and others and are beginning to differentiate between past and present. They are able to observe, investigate and record their findings. They build and construct with a variety of resources and materials and are able to use simple technical equipment and a computer to support their learning.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children develop control and co-ordination using large equipment such as climbing frames, balancing bars and a tunnel. They move confidently around the newly fenced natural outside play area, running up and down grassed slopes and negotiating rough ground. They show increasing spatial awareness manoeuvring ride-on toys around the hard outside area. They develop good manipulative skills with a variety of tools and materials including scissors, pencils, threading games and play dough.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children explore colour and texture using a range of techniques and materials. Imaginative art work is displayed throughout the pre-school. Children learn about sound and rhythm with percussion instruments and join in songs and rhymes with enthusiasm. They use imagination in their play, for example being pirates on the climbing frame and using the log outside as a train, but have limited opportunities to engage in planned role play or with small world toys.

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

- review the system of recording children's progress so that the next steps of learning are identified, and enable parents to be more involved in the process
- include simple calculation and problem solving in daily routines
- provide more opportunity for children to use their imagination and act out experiences in role play and with small world toys.

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.