



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 130613

DfES Number: 517036

INSPECTION DETAILS

Inspection Date 04/11/2003
Inspector Name Sheila Harrison

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Sarratt Ducklings
Setting Address Sarratt JMI School
The Green, Sarratt
RICKMANSWORTH
Hertfordshire
WD3 6AS

REGISTERED PROVIDER DETAILS

Name The Committee of Sarratt Ducklings 1408712

ORGANISATION DETAILS

Name Sarratt Ducklings
Address Sarrat JMI School
The Green, Sarratt
Rickmansworth
Hertfordshire
WD3 6AS

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

Sarratt Ducklings opened in 1992 and operates in a classroom within the separate foundation stage building that is part of the village school. It serves the local village and surrounding rural areas close to Watford, a major town in Hertfordshire.

There are currently 35 children aged from 2 to 4 years on roll. This includes 6 funded 3 year olds and 10 funded 4 year olds. Younger children attend in the afternoon sessions and children who attend morning sessions may also attend the lunch club.

The pre-school currently supports 1 child with special needs. There are no funded children who speak English as an additional language.

The group opens 5 days a week school term time only. Sessions are from 09:00 to 12:00, 12:00 to 13:00 for the lunch club and 13:00 to 15:00 on Tuesdays and Wednesdays for the younger children.

7 staff work with the children. 3 staff have early years qualifications to NVQ level 3. 1 member of staff is currently working towards a NVQ level 2 qualification in early years education. The pre-school receives qualified teacher support from the Foundation stage teacher in the adjoining classroom.

How good is the Day Care?

Sarratt Ducklings provides good quality care for children.

The provision provides a safe, bright and stimulating environment where the children move confidently. All aspects of the provision are well organised, and effective use is made of the staff, space, and resources to ensure all children are well cared for.

Children are offered activities and resources from a broad and suitably labelled range. Effective use is made of the inside and outside environment.

The carefully planned routine supports the children's learning, for example, children enjoy a social experience at snack time. However, the breadth of the children

cultural awareness is limited. The staff have wish to increase their knowledge of child care and education issues and the committee is supportive in developing the good practice. However, some written policies and procedures needed by the pre-school are lacking.

The staff welcome parents into the pre-school and the key worker system encourages a two way flow of information.

What has improved since the last inspection?

At the last inspection the pre-school agreed to ensure records of staff attendance and accident are kept and to develop a child protection policy including details of the Area Child Protection Committee.

Records of staff and accidents are comprehensively kept and the pre-school has details of the procedures to be followed in the case of a concern regarding a child. The staff plan to further their knowledge of child protection within the next year.

What is being done well?

- Staff give high priority to ensure children are safe both inside and outside. They consistently carry out the procedures outlined in the safety policy.
- The premises are well used, with the resources labelled and displayed giving children some choice of activity. The outside area is used to extend and create valuable activities. Children are eager, happy and fully occupied whilst outside.
- 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.
- 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. Information is obtained about the family before a child starts through home visits and an "all about me booklet". This is used effectively by the staff when settling young children to the afternoon session. Parents are provided with clear information including regular newsletters, information on the current topic and the children are invited to bring objects from home to show the staff and children. Staff are sensitive to the needs of parents when working with other professionals.

What needs to be improved?

- the procedures for uncollected children.
- the range of multi cultural resources and the knowledge required in how to address these 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
2	ensure the uncollected child procedure is known by all staff
9	improve the range of multi-cultural resources and the knowledge required in how to address these 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 Sarratt Ducklings is of good quality overall. Children are making generally good progress towards the early learning goals.

The quality of teaching is generally good. Staff have developed meaningful relationships with the children and are effective in supporting them through the key worker system. Children behave well in response to high expectations and the sensitive support of staff. The pre-school develops a close and effective partnership with the school. Staff work hard to support each other and contribute to the group to ensure worthwhile use is made of time and resources.

Assessment informs the planning with the areas of children's development highlighted. Plans include a range of interesting activities and experiences both indoors and outside, helping children progress towards the early learning goals. Planning is shared and discussed among the staff, the learning intentions are generally understood, although some staff are less confident in the use of the early learning goals.

Leadership and management are generally good. The committee are supportive in staff training and professional development. The information from staff appraisals and staff meetings is used to monitor and improve the quality of care and education.

The partnership with parents is very good and contributes to the children's progress towards the early learning goals. A welcoming and enthusiastic relationship has been established. Parents are given written information on the pre-school including the Foundation stage. They are encouraged to settle their children allowing sufficient time to become familiar with the staff and routine and share knowledge of their child. Information is shared regularly between staff and parent

What is being done well?

- Children have rich and stimulating experiences outside which are well planned to cover all the areas of learning with supportive adult interaction. They have opportunities to use their whole bodies through a range of activities, for example, take part in vigorous physical activity, use different mark making equipment and large construction equipment to develop manipulative skills.
- The partnership with the parents is strong. Information about the child and the family is sought before a child starts with the pre-school enabling children to be confident and comfortable talking to others about their family. Parents are supplied with a wide range of information and encouraged to take an active role in their child's learning, through effective interaction with a key

worker.

- Staff have close links with the school which provides a shared ethos of good early years principles. The pre-school uses the school playground and hall regularly. Older and more able children may join the reception class for language and literacy sessions and for P.E. Children speak with confidence and control before moving into reception class.

What needs to be improved?

- Staff's knowledge and understanding of the early learning goals.
- Opportunities for children to express their ideas through a range of creative activities including model making, the use of textured materials, and music and rhymes.
- Strategies to enable children with English as an additional language to be involved in all activities.

What has improved since the last inspection?

The pre-school has had generally good progress since the last inspection . The staff have attended training and have developed a policy to enable children's special needs to be identified. They liaise closely with parents and other professionals to ensure a suitable programme is implemented to support the child. The pre-school has made little progress in developing strategies to support a child with English as an additional language. This will be addressed as part of the review of the equal opportunities policy and procedure through the care standards.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

The children respond positively to staff and have formed good relationship with their peers. Children behave well and cooperate with each other. Snack time is used to encourage children to take turns, show care and friendship with each other. However, occasions are missed to enable children to discuss their emotions. Their confidence and independence is promoted through the daily routine and the positive staff support. Strong links with the school enable children to develop a sense of community.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children talk confidently to each other, adults and in groups. They listen with increasing attention and reflect on their writing and art work, giving a meaning to their marks. Children handle books carefully beginning to understand print goes from left to right. Children have opportunities to link letters with sounds, but limited opportunities to recognise their own name.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children benefit from good staff support to count, recognise number, shape and sizes. This is reinforced throughout the session, including suitable activities outside and a dedicated mathematical area inside. Simple addition and subtraction is developed appropriately during snack time. Children had the opportunity to compare and record their height, although this was not extended. Staff model language for shape and position, although there was limited discussion on capacity and weight.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are gaining an increasing understanding of where they live and investigating their environment. They could relate their experience of fireworks to the activity on light and dark. Children have good opportunities to use a variety of technological resources within the role play area and on the pre-schools computers. Children have the benefit of a well planned and stimulating outside area. However, staff missed opportunities to extend learning ie.the effects of the windy weather.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move confidently with an awareness of others and with pleasure. Children have good opportunities to develop control over their bodies both in large-scale movements such as running, jumping and pedalling tricycles and small -scale movements with tools and equipment, but there was limited practise with scissors. Staff promote children's awareness of the changes in their bodies after exercise through appropriate questioning.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children are encouraged to make observations outside and can use the natural resources such as leaves as creative materials. They are encouraged to experiment with a variety of drawing mediums. Role play activities are varied and interesting. Children enjoy playing in the hairdressers, using a variety of props. There is insufficient challenge for open ended creative activities such as making large models and using different textiles or to share songs and rhymes.

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

- Ensure all staff are secure in their knowledge and understanding of the early learning goals.
- Expand the opportunities for children to express their ideas through a range of creative activities including model making, the use of textured materials, and music and rhymes.
- Develop strategies to enable children with English as an additional language to be involved in all activities.

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.