



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 254176

DfES Number: 500583

INSPECTION DETAILS

Inspection Date	08/11/2004
Inspector Name	Pauline Margaret Todd

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Millfield Pre-School
Setting Address	South Rise North Walsham Norfolk NR28 0EE

REGISTERED PROVIDER DETAILS

Name	The Committee of Millfield Pre-School 1023279
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ORGANISATION DETAILS

Name	Millfield Pre-School
Address	South Rise North Walsham Norfolk NR28 0EE

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

Millfield Pre-School is run by a voluntary committee and has charitable status. It opened in 1975 and operates from a mobile building in the grounds of Millfield Primary School. It is situated on the outskirts of the market town of North Walsham, Norfolk. A maximum of 24 children may attend the group at any one time. The group is open each weekday from 08.55 until 11.25 and from 12.55 until 14.55 during term time. All children share access to a secure enclosed outdoor play area.

There are currently 60 children aged from 2 to under 5 years on roll. Of these 47 children receive funding for nursery education. Children come from North Walsham or the surrounding villages. The nursery currently supports a number of children with special educational needs.

The group employs 5 staff. All of the staff, including the manager, hold appropriate early years qualifications.

How good is the Day Care?

Millfield Pre-school provides satisfactory care for children aged two to five years.

The qualified and friendly staff team have the skills and ability to do their jobs. The staff and committee work together as a team to ensure the smooth running of the group. Currently, effective arrangements are not in place to ensure everyone is aware of the vetting procedures to determine their suitability. The premises are warm and welcoming to children and their parents with colourful displays on the walls of the playroom. Children can reach their toys and play equipment easily and sit or lie comfortably to play and join in activities together. Useful records are maintained that promote the welfare, care and learning of all children.

Staff have an awareness of risks to children's health and safety and take steps to ensure their premises are safe and secure. The group has child protection procedures available but they do not include procedures to follow if an allegation is made against a member of staff or volunteer. The good health of children is

promoted and the children are reminded to wash their hands after using the toilet and before eating. The arrangements for first aid and care of sick children are adequate. Permission is not obtained from parents to seek emergency medical advice or treatment for the children. A healthy and nutritious snack is provided.

There is a varied range of activities and play opportunities that effectively promote children's development. They play freely and excellent use is made of the outdoor area. Children undertake structured activities and spend time in small and large groups. They learn right from wrong and staff give regular praise and encouragement.

The pre-school has built warm and trusting relationships with parents and there is a regular exchange of information.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Many of the toys, play equipment and activities promote diversity and equality of opportunity.
- Relevant risk assessments are regularly undertaken and the safety of children is paramount at all times.
- Sensitive and appropriate interactions by staff promote children's self esteem.
- Staff work in partnership with parents and ongoing assessments are made of the children's progress.

What needs to be improved?

- permission from parents to seek emergency medical advice or treatment
- child protection procedures for allegations made against staff or volunteer
- vetting procedures

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There are no complaints to report.

Outcome of the inspection

Satisfactory

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	Develop vetting procedures to ensure staff and committee members are informed about the checks to be carried out on their suitability.
7	Request written permission from parents to seek emergency medical advice or treatment for the children.
13	Develop child protection policy to include procedures to follow in the event of an allegation being made against a member of staff or volunteer.

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

How effective is the nursery education?

Millfield Pre-school provides good quality nursery education that enables children to make generally good progress towards the early learning goals. Provision for their personal, social, emotional and physical development is strong and children make very good progress in these areas.

Teaching is generally good. Staff encourage children to interact confidently and give them opportunities to initiate activities and to take part in structured learning. They use questions to encourage children to think. Children are happy, keen to learn, polite and well behaved. Staff demonstrate appropriate knowledge of the early learning goals. They are not so confident with some aspects of literacy, mathematical and creative development, knowledge and understanding of the world. Staff make regular observations that identify children's achievements. They use planning to provide a framework for presenting topics that effectively support children's learning, particularly to recall past events and experiences. Plans for their basic play provision do not ensure sufficient opportunities for children to explore, practise their skills and to think creatively. The group is well resourced and excellent use is made of the outdoor environment.

Leadership and management is generally good. The committee and staff work together well to ensure the smooth running of the setting and there is a good team spirit. Regular meetings are held. Currently, there is no formal system to monitor or evaluate the quality of the provision to identify areas for improvement or action to be taken.

The partnership with parents and carers is generally good and provide effective two-way communication. Parents are given a range of documentation about the setting although the prospectus gives limited information about the curriculum to enable parents to continue learning at home. Relationships with staff support families effectively and parents are welcomed into the setting.

What is being done well?

- The very good use of the outdoor play space promotes children's physical development and helps them to learn about their natural environment.
- Staff encourage children to remember and talk about past and present events e.g. fireworks, birthdays.
- Children feel confident and at ease within the setting and show pleasure and excitement, particularly when racking up leaves and using the glitter and puppets.
- Children have a good grasp of language, which they use effectively in role-play. They speak confidently and listen well at discussion times.

What needs to be improved?

- system for monitoring and evaluating the provision
- information given to parents about the early learning goals.
- staff's understanding of some aspects of the early learning goals
- opportunities for children to show an interest in print and understand the concept of a word
- use of calculation in everyday routines
- opportunities to discover why things happen and how things work
- free use of tools, techniques and materials to make constructions, collages, paintings, and drawings.

What has improved since the last inspection?

The setting has made generally good progress since the last inspection. Although there has been a change of chairperson and staff the action plan has been successfully implemented and planning has greatly improved. Learning objectives for activities are now clearly recorded and staff understand what the children are intended to learn to promote their progress towards the early learning goals.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy, show excitement when using glitter, snail puppet, racking up leaves, respond to smiles and gestures from staff and keen to show their work. Confident to take part in activities, make decisions e.g. to play indoors or outside, to have snack. Display good personal independence when using the cloakroom, put on aprons, remove outdoor clothes. Children are polite and well behaved. They talk about themselves and their families as they take part in activities, celebrate Diwali.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children speak confidently e.g. fireworks. They "put their voices away" to listen. Use language very well with imaginative play e.g. "I've got a house and a car as well". Reading and writing skills are promoted. Children use books and listen to stories, show an interest in illustrations. Books not used to look at words. Labels, envelopes and notepads used in post office activity. Children draw some pictures using lines and circles but limited free use of crayons and paints to make marks.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children count numbers present e.g. 11 children, 5 adults, legs on beetle and spots on dice. Numbers used in role play e.g. clothes shop. Limited use of number rhymes. Children count flowers on napkins but other opportunities to use calculation at snack time missed. Children sort, match, make patterns e.g. puzzles, cars. Not extended to count number of objects in groups. Shapes discussed, good use of size when making houses for pets. Child says "I think we'll need a bigger one to fit them in".

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children gain an excellent understanding of their environment and wider world from topics and use of outdoor area and local community. Weather discussions held. Child say, "It's freezing out there" when he comes inside. Items to handle on interest table but limited opportunities to discover why things happen and how things work. Children assemble vehicles using drills, screwdrivers. A range of tools and techniques not regularly used. Children use computer competently. Good recall of past events.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Physical development is very well promoted. Good spontaneous use of indoors and outdoors. Staff plan for physical play to ensure it is varied e.g. ride-ons, jungle gym, balancing beams. Children demonstrate good control, co-ordination, and spatial awareness when playing outdoors e.g. pushing wheelbarrows, and when dancing indoors. Many opportunities to practice manipulative skills e.g. spatulas, screwdrivers. Large construction materials such as planks and guttering available.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children explore colour e.g. firework display, glitter pictures. Limited use of 3D and few opportunities to use imagination in art and craft or to express themselves freely to make constructions, collages, paintings, drawings. Children make good enclosures for pets from bricks and use their imagination well in role play e.g. dressing-up, puppets. Children develop their musical awareness through singing, listening to CDs and playing musical instruments.

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

- Provide parents with information about the early learning goals so that they can become more involved with their child's learning.
- Develop staff's understanding of the early learning goals in aspects of communication, language and literacy, mathematical development, knowledge and understanding of the world and creative development. Improve planning of the basic play provision to extend and support children's learning.
- Produce a rigorous system for monitoring and evaluating the provision.

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.