



Office for Standards
in Education

DAY CARE INSPECTION REPORT

URN 103828

INSPECTION DETAILS

Inspection Date 22/01/2004
Inspector Name Linda Margaret Nicholls

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Oaklands Little Acorns Pre-School
Setting Address Oaklands Cp School
Weedswood Road
Chatham
Kent
ME5 0QS

REGISTERED PROVIDER DETAILS

Name The Committee of Oaklands Little Acorn Infant School

ORGANISATION DETAILS

Name Oaklands Little Acorn Infant School
Address Oaklands County Primary School
Weedswood Road
Chatham
Kent
ME5 0QS

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care. When making judgements, inspectors have regard to how well the provider meets the National Standards for under Eights Day Care and Childminding. A list of these is attached. The report identifies strengths and areas for improvement.

This inspection report must be made available to all parents.

Information about the setting

Oaklands Little Acorns Pre-School opened in 1999. It operates from two linked classrooms in portacabins set in extensive school grounds in Chatham and serves the local area.

There are currently 36 children from 3 to 5 years on roll. This includes 22 funded 3-year-olds and 11 funded 4-year-olds. Children attend for a variety of sessions. The setting currently supports children with special needs and children who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 09.00 to 11.30 and from 12.45 to 15.15.

There are five staff working with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. Currently two staff are working towards a recognised early years qualification. The setting receives support from a mentor from the local Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Oaklands Little Acorns Pre-School provides good care for children.

The organisation of the day care is professional and business-like. All documents are clearly identified and accessible. Qualifications are displayed and parents informed of training plans. Adults providing direct care are suitable and volunteers and students are supervised at all times. The premises are well maintained, safe and suitable, providing space and equipment for stimulating play.

The safety and care of the children is well considered. All safety requirements are in place. Daily written risk assessments are monitored for action. Health details and record keeping is good. Pre-entry marks and accidents are not recorded confidentially. Social and personal hygiene routines are reinforced sensitively. Children with additional needs are encouraged to take part in activities appropriate to their developmental needs. The good health of children is promoted and nutritional advice followed. Children are offered a variety of new tastes throughout the year. Parents are informed of the group's child protection responsibilities.

The range and quality of the activities provided is inventive and encourages children to explore. Children are given time to learn independently. Observations are used to

record the child's growing self-confidence and creativity. Planning takes account of what the child has learnt to guide increasing skills and abilities. Adults are interested in what children do and say. They respond to children's interests, give praise and encouragement. Staff are consistent and sensitive in achieving behaviour that benefits learning.

There is an active and open relationship with parents. Information about their child's stay at the pre-school is given daily, written in contact books and displayed in notices. Meetings are offered and a prospectus is available. Parents are provided with copies of the policies and procedures, although there is no record of their acceptance of these.

What has improved since the last inspection?

At the last inspection the provider agreed to produce a plan showing how staff would be deployed. Daily details of staff deployment are now displayed in a classroom for staff and parent information.

What is being done well?

- There is a good understanding of the Code of Practice (2002) for the Identification and Assessment of Special Educational Needs. Staff have attended additional training for signing. Families are well supported and children thrive.
- The range and quality of activities is inventive, encouraging children to explore and learn independently. Resources are stored so that children have direct access. Children extend their play.
- Behaviour management is consistent amongst the staff. Clear boundaries are set. Staff encourage sensitive behaviour between children and respect for each others' differences. Children learn from each other.

What needs to be improved?

- the staff's understanding of confidentiality when recording pre-entry marks and accidents to ensure family privacy
- the record to show parents have received current information of policies, procedures and practice through the welcome pack and prospectus.

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	Encourage parents to sign for receipt of policies and procedures.
7	Ensure confidentiality of record keeping of pre-entry incidents to protect family privacy.

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.