



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 304948

DfES Number: 516625

INSPECTION DETAILS

Inspection Date 20/04/2004

Inspector Name Jane Shaw

SETTING DETAILS

Day Care Type Sessional Day Care

Setting Name Alderley Edge Pre-School Playgroup

Setting Address Church Lane
Alderley Edge
Cheshire
SK9 7UZ

REGISTERED PROVIDER DETAILS

Name Alderley Edge Pre-School Playgroup 1042956

ORGANISATION DETAILS

Name Alderley Edge Pre-School Playgroup

Address Church Lane
Alderley Edge
Cheshire
SK9 7UZ

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

Alderley Edge Pre-School Playgroup has been registered as a pre-school facility since 1976. The pre-school committee are the registered person, and are registered to provide sessional care for a maximum of 20 children aged from two to five years.

The pre-school operate Monday to Friday from 09:00 to 11:55, and 12:30 to 15:00, term time only.

They operate from a building within the grounds of Alderley Edge County Primary School in Alderley Edge, Cheshire, within easy access of Alderley Edge, Wilmslow and surrounding areas. The building consists of a main room, toilets and hand washing facilities at one end, and is shared with a Before and After School Club. The pre-school have access to the school playground and playing field for outdoor play.

There are seven members of staff who work with the children, one of whom is appropriately qualified in childcare and education, with a further four currently attending appropriate training.

There are currently 49 children on the group's register of whom seven are funded four-year-olds, and 26 funded three-year-olds. Children for whom English as an additional language and those who have been identified as having special educational needs are supported within the group. All staff members work directly with the funded children.

The pre-school is a member of the Pre-school Learning Alliance. As the pre-school is in receipt of funding for nursery education, they have access to a Foundation Stage teacher and other advisory staff from Sure Start Cheshire.

How good is the Day Care?

Alderley Edge Pre-school are providing satisfactory care for children.

Staff make appropriate use of the available space to provide a range of activities and experiences for the children. Good use is also made of available display space to

show the children's work and other information. Staff are well organised during sessions, interacting appropriately with the children, supervising and supporting the children in their activities well. Children have access to a range of toys and equipment which supports a variety of play experiences. All relevant documentation in terms of policies and records are in place, however, some amendments are required. Ofsted should be informed of any changes to the registered person, and appropriate clearance undertaken.

The children are cared for in a safe, secure and healthy environment, staff are vigilant about the children's safety, using appropriate precautions where necessary. Snacks are offered to the children during the morning, along with a piece of fruit to take home. Children are encouraged to be independent and to have good hygiene practices. All children are encouraged to, and have the opportunity to participate in all activities and experiences. Children with special needs are supported within the group, having equal access to all experiences and support where necessary.

Staff plan a range of activities and experiences in line with the Foundation Stage. Sessions are planned around themes and involve the children in interesting activities, which cover a variety of play experiences. The provision of these activities and opportunities have a positive impact on the provision and the children's development and achievements.

There is an effective partnership with parents and carers, they speak positively about the care and opportunities their children receive. They are encouraged to be involved with the group in a variety of ways including fund raising and as committee members.

What has improved since the last inspection?

At the last inspection, the registered person was asked to address ten actions, these related to policies, staffing, records, safety, and the provision of resources to promote awareness of race, culture, disability and gender.

Three actions, involved the pre-school in formulating procedures for the recording of complaints, recording accidents individually and the recording of medication administration. Procedures are now in place to ensure these issues are dealt with and discussed with parents.

The pre-school were asked to formulate a staff induction package to ensure health and safety and child protection issues are covered within the first week of employment. All new staff now go through the group's induction programme and receive a copy of the group's policies and prospectus. The group were also asked to ensure that there is a named deputy within the group. This issue has been addressed and a deputy has been appointed.

A further action asked the group to formulate a written risk assessment procedure. The staff group now undertake regular risk assessments of the building and activities and update this on a frequent basis. Information is passed to the school who are responsible for the building.

The group were asked to amend policies on uncollected children, child protection, and the provision of Ofsted details for parents. These amendments have been completed.

The final action asked the group to extend resources to promote equal opportunity issues. This has been appropriately addressed through the provision of toys and equipment and themes of work.

The successful completion of the above actions, ensures that parents and staff are kept up to date with all issues relating to the care of the children, and that the provision is able to meet the needs of all children, parents and carers.

What is being done well?

- Staff provide the children with a good range of activities and opportunities covering different play experiences.
- Staff complete on-going observations of children's development and achievements to enable them to support the children's learning and individual needs. The group work well with children with particular needs, and enable them to participate fully in all opportunities.
- There is an appropriate behaviour management policy in place which talks about the praising of good behaviour. Children are given lots of praise and encouragement for attempts and achievements.
- There is a positive partnership with parents and carers. Parents and carers speak positively about what the group has to offer their children.

What needs to be improved?

- the notification of changes to the registered persons, and appropriate clearances to be undertaken
- the procedures for completing the daily attendance of staff, visitors and children and accident records
- the amending of the behaviour management policy.

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 must take the following actions by the date shown		
Std	Action	Date
1	ensure Ofsted are informed of all changes to the registered person (committee) so that appropriate clearances can be obtained.	01/07/2004

The Registered Person should have regard to the following recommendations by the time of the next inspection	
Std	Recommendation
2	ensure the actual times of arrival and departure of staff, children and visitors are recorded on a daily basis.
7	ensure specific details re location of injuries are entered in accident records.
11	amend the behaviour management policy to include reference to 'bullying' and the named of the person responsible for behaviour management issues.

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

How effective is the nursery education?

The provision of funded nursery education at Alderley Edge Pre-school is acceptable and of good quality. Children are making generally good progress towards the Early Learning Goals in physical development, and very good progress in personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world and creative development.

The quality of teaching is generally good; staff have an understanding of the early learning goals and how children learn. Staff are good role models and children's behaviour is generally good. Staff supervise and support children in their activities well, including children with special educational needs. The special educational needs policy needs to be extended in line with the current Code of Practice. There is a planned programme of activities and experiences across all six areas, which supports children's learning. Staff monitor and evaluate planning and complete on-going observations of children's development. These records should also be used to plan the next steps for children and to ensure that they are meeting the needs of all children, including the more and less capable children.

The leadership and management of the setting are generally good. The staff team is fairly new, managers are beginning to delegate specific responsibilities to staff members. The registered providers of the pre-school are the committee which is made up of parents. Pre-school staff attend committee meetings to keep the committee up to date with issues concerning the provision.

The pre-school's partnership with parents and carers is very good. Parents and carers have access to information on the educational provision, through the setting's notice boards. They confirm that they are very happy with what the group has to offer their children. They receive verbal feedback on a daily basis regarding their child's progress, but would like formal feedback on a more regular basis.

What is being done well?

- Staff interact well with the children encouraging children to use and develop good language and communication skills.
- Staff question children effectively showing an understanding of how children learn.
- Children's concentration skills are good, they concentrate well and persevere to complete tasks.
- Children have good skills of independence, in both personal tasks, the selecting of toys and equipment and various other skills.
- Children are given good opportunities to look at and think about their own culture and environment, and that of the wider world.

What needs to be improved?

- the use of planning evaluations and observations of children's development and achievements to plan the next steps for children and to ensure that planning is meeting the needs of all children, including the more and less capable children;
- the provision a Special Educational Needs Policy in line with the current Code of Practice;
- the provision of more regular formal feedback to parents, including access to developmental records.

What has improved since the last inspection?

Very good progress has been made in response to the two key issues following the last inspection in 1999.

The first key issue asked the pre-school to provide more opportunities for children to listen to poetry and associate sounds with patterns in rhymes. Children are regularly involved in listening to stories and singing songs that rhyme.

The pre-school were asked to ensure that children are given opportunities to develop confidence in expressing their own creative ideas. Children are able to express their imagination and creative ideas through their involvement in imaginary play, free painting and other craft activities.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are becoming confident and independent through the programme of activities and equipment they can access. They are confident and are able to speak in front of others in both large and small groups. Children are independent in many aspects of their day, including the self selection of toys and equipment, and personal hygiene tasks. Their concentration skills are good, they concentrate and persevere to complete difficult tasks, as they build three-dimensional models.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children sit quietly and listen attentively to stories read to them as a large group and as individuals in the book corner. There are opportunities for the children to develop language skills for thinking. They describe models and patterns they have made, what objects feel like as they play with pasta, and within role play, they negotiate roles and plan imaginary holidays. The children have good pencil skills, some children are able to make marks, others write their name.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are able to count from one to ten and beyond as they count each other at register and snack time, identifying this number on the number line. They know shapes as they cut out shapes to fit on the musical instrument display. They discuss simple addition and subtraction as they act out "Five Currant Buns", and consider concepts such as 'how many left?' Some children ask to do "sums" and proudly show their completed work. Children sort as they tidy up, and are able to recreate patterns.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are able to competently build three-dimensional models from a range of both large and small toys and equipment, describing what their models are and do. They discuss the weather, days of the week, months of the year, and are involved in looking at how animals grow. The children are given many opportunities to look at their own environment and are involved in looking at 'people who help us', they are also given the opportunity to consider other cultures and the wider world.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

The programme allows the children to experience and use a range of both large and small equipment, which they do with skill and competence. Children are able to safely move around the limited space within the room and during the short outdoor play session, showing an awareness of space and others. Both age groups have good pencil skills and scissor control, using both items competently. The children are involved in looking at health and bodily awareness during a topic on "My Family".

CREATIVE DEVELOPMENT

Judgement: Very Good

There are many good opportunities for spontaneous imaginary play as children make a den under the climbing frame and turn this into a hospital. These opportunities involve the children in using their developing language for thinking and negotiating. Children have the opportunity to use a range of different textures and techniques in their play and craft work, and displays show their work with three-dimensions. Children are involved in a theme looking at different 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

- monitor and evaluate the effectiveness of planning and use these evaluations along with observations of children's development and achievements to plan the next steps for children and to ensure that they are meeting the needs of all children, including the more able and less able children;
- provide a Special Educational Needs Policy in line with the current Code of Practice;
- provide more regular formal feedback to parents, including access to developmental records.

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.