



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 123612

DfES Number: 580826

INSPECTION DETAILS

Inspection Date	02/02/2004
Inspector Name	Diane Mary O'Neill

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	United Reformed Church Pre-School
Setting Address	Vaughan Road Harpenden Hertfordshire AL5 4ED

REGISTERED PROVIDER DETAILS

Name	The Committee of United Reformed Church Pre-School
------	--

ORGANISATION DETAILS

Name	United Reformed Church Pre-School
Address	Vaughan Road Harpenden Hertfordshire AL5 4ED

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

The United Reformed Church Pre- School has been open for thirty four years. It operates from the main hall and a smaller room that is adjacent. There is a separate room which can be used for small group work or talking with parents. There are kitchen facilities also adjacent to the main hall. Toilet facilities are close by, including a disabled toilet and changing facilities for babies and young children. There are several other rooms on the first floor that can be used by the pre-school, but it mainly uses the rooms on the ground floor. There is also access to a garden where outdoor activities take place. In the summer this is used as an extension to the indoor facilities. The United Reformed Church Pre-School serves the local community and surrounding area.

There are currently 41 children from 2years 6 months to 5 years on roll. This includes 6 funded three year olds and 9 funded four year olds. Children attend morning sessions. The setting supports a small number of children who have special needs and who have English as a second language.

The United Reformed Church Pre School is opens four days a week term time only. Sessions are 9.15am to 12.00 noon.

Two part time and four full time staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. One staff member is currently working towards a recognised early years qualification. The setting receives support from the local schools that the children will move on to.

How good is the Day Care?

The United Reformed Church Pre-School provides good care for children aged 2 years 6 months to 5 years. Funded three and four year olds attend this provision.

The Pre-School provides a welcoming environment where clear routines have been established. Staff work as a team giving high priority in getting to know the children

as individuals and ensure that all children, including those with Special Educational Needs are included. An effective key worker system is in place, which enables staff to establish consistent relationships with children and parents.

Good hygiene practice is promoted and a safe environment is provided for the children. They use the space in a confident and effective manner. This enables them to participate in a variety of activities and play opportunities, which promote their learning in all areas.

A good wide range of toys and resources are accessible to the children, with topics that link into the Early learning goals. The funded children use the small room where they have a more structured routine for part of the session. There are opportunities when the whole group get together which helps the children learn to respect and share with one another.

Staff have a consistent approach to dealing with behaviour management.

Staff have a friendly and positive working relationship with parents. There are systems in place that enable the sharing of information, a notice board and newsletters. The parent booklet however, needs to give clearer information on policies and procedures.

Most of the staff hold recognised childcare qualifications. The staff are interested in attending regular training courses to keep them up-to-date with childcare practices.

The documentation and policies are very clear and informative. They are very well maintained and reviewed yearly or sooner if required.

What has improved since the last inspection?

At the last inspection refurbishment work was being carried out, this is now completed.

What is being done well?

- The staff team work well together, ensuring safety measures are in place, planning and using a key worker system effectively.
- Topics and resources are provided to enhance the children's learning and development. Equality of opportunity is promoted.
- Children have easy access to play equipment, which helps them, expand their confidence, imagination and self esteem.
- Staff give high priority to partnership with parents and good relationships are fostered with the staff team.
- The staff team are prepared to enhance their own development through ongoing training.
- Documentation is organised in a very professional manner. There is a system in place to ensure it is reviewed and assessed regularly.

What needs to be improved?

- When producing information booklet for parents/ carer's to ensure that the pre-schools policies and procedures are outlined clearly.

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
12	Make available to parents an information booklet that provides details of the procedure and policies of the pre-school.

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

How effective is the nursery education?

The provision for nursery education at The United Reform Pre-school is of high quality. Children are making very good progress towards the early learning goals in all six areas of learning.

The quality of teaching is very good. Staff have a sound knowledge of the Foundation Stage and a good understanding of how children learn. They utilise time well and plan a wide range of interesting, exciting, play based activities. These are adapted to suit children's differing abilities but also provide challenge and therefore help children make progress. However, planning needs to incorporate more opportunities for children to develop independence in self care skills. The staff's high standards of interaction with the children ensure they develop good self esteem and confidence to enthusiastically access their environment. Staff set clear, consistent boundaries and encourage children to be self disciplined and show consideration for others.

Staff use different methods to observe and assess children's development in all areas of learning. These clearly highlight areas where children are making progress and where they may require extra support. Assessments are reviewed on a weekly basis and used to inform future planning.

The leadership and management of the pre-school is very good. The manager leads by example. Staff work closely as a team and good leadership ensures they are very clear about their roles and responsibilities. The manager enables staff to develop their skills by attending training and encourages them to try new ideas. She is committed to the improvement of the provision through ongoing monitoring, assessment and evaluation of teaching, provision of education and care.

The partnership with parents and carers is very good. Regular newsletters, invitations to help at the pre-school, open days to discuss children's progress and a daily verbal exchange of information keep parents informed and involved in their child's learning.

What is being done well?

- Effective planning of the curriculum ensure that children experience a wide range of exciting, interesting, learning opportunities, many of which promote the children's imagination and enthusiasm to learn.
- Excellent utilisation of time, resources and the environment ensure that all six areas of learning are covered well. Opportunities for children to work in small groups ensures staff know what stage children are at and are able to support them when necessary and challenge them effectively.
- Staff's detailed observations and assessment of children against the stepping

stones, which are used to inform future planning, ensures that children make progress.

- Effective leadership of the pre-school and the continual evaluation of the quality of education and teaching, ensure a successful learning environment is sustained.
- Parents involvement in the pre-school and the continual sharing of information enables them to be involved in their child's learning and aware of the progress they are making.

What needs to be improved?

- more opportunities for children to develop independence in self care skills.

What has improved since the last inspection?

The pre-school has made very good progress since the last inspection. At that time they were asked to maintain their evaluating process so that they can continue to develop their excellent teaching standards.

Since the last inspection a new leader and staff have been employed who place a high priority on the importance of the evaluation process. This has resulted in children being given more opportunities to experience a greater variety of fun activities, with more emphasis placed on learning through play.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
------------	-----------

Children are happy and can confidently express their needs, feelings and ideas. They access their environment well. Children can concentrate and sit quietly when required, such as small group time. They can play co-operatively, share and take turns. They have a strong sense of belonging within their different coloured groups. Responsibilities that staff give children, such as serving the snacks, develop their self esteem well. Staff's consistent expectations ensures behaviour is very good

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
------------	-----------

Staff provide many opportunities for children to develop this area. They communicate well with adults and their peers and are able to use speech to explore real and imagined experiences, such as a balloon trip. Children know which letters link many of the sounds. They can write their names and planning incorporates many opportunities for children to use writing for a purpose such as in the home corner and office. Children enjoy listening to stories and can predict and recall.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
------------	-----------

Children can confidently count to ten and beyond. Staff provide practical experiences for children to learn about shape, size, calculation and problem solving. They challenge children at snack and song time, to count and complete simple sums. Children can sequence objects and use correct language when describing shapes, position, size and quantity. Staff support children during water and sand play to develop many mathematical concepts such as capacity and volume.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
------------	-----------

Planning includes opportunities for children to learn about different beliefs, cultures and the natural world. Children access information on the computer about the rain forest. They can independently work a tape recorder. Children learn about themselves and others in the community, planned visits to local places extend their learning. Staff provide children with a wide selection of materials to explore and construct with. Children confidently use a variety of equipment and tools.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
------------	-----------

Children learn about the importance of staying healthy. They confidently move around their environment and show awareness for others when playing on the large wooden equipment and slide. They can twist and squeeze tools to create a desired effect when playing with play dough and use large spanners and Meccano to construct with. Staff's organisation of children into small groups of similar ability, ensures that activities are appropriate and help them to make progress.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
<p>Opportunities for children to enjoy music based activities are given good priority. Children are familiar with a variety of musical songs and rhymes and can move rhythmically. They explore instruments during band sessions and use their imagination in art, dance, music and role play. Staff give children time to explore colour, texture, shape form and space in two and three dimensions. They mix colours to create pictures of fire and use bricks to build castles.</p>	

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weakness to report, but consideration should be given to improving the following:
- Ensure there are more opportunities for children to develop independence in self care skills.

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.