



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 318094

DfES Number: 549427

INSPECTION DETAILS

Inspection Date 05/06/2003
Inspector Name Jennifer Anne Marsh

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Highwoods Pre-school
Setting Address Highwoods Road
Mexborough
South Yorkshire
S64 9ES

REGISTERED PROVIDER DETAILS

Name The Committee of Highwood's Community Pre School

ORGANISATION DETAILS

Name Highwood's Community Pre School
Address Highwoods Road
Mexborough
South Yorkshire
S64 9ES

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

Highwoods Pre-school was registered in 2000. It operates from an early years unit that is attached to Highwoods Primary School. There are close links between the two facilities.

Pre-school sessions take place in a classroom that has been converted to allow the children sole use of their own play area, toilets and cloakroom. Outside there is access to a small, tarmac play area.

The group operates term time only, Monday to Friday 9.00-11.30 and 13.00-15.30.

The four members of staff have a strong commitment to training and they currently operate with over 50% of the staff holding childcare qualifications. Highwoods Pre-school subscribes to the High Scope method of teaching.

The group receives educational funding for three and four year old children. There are currently 36 children on roll. There are 18 funded three year old children and 6 funded four year old children.

Three children with English as an additional language and two children with special educational needs attend the group. The staff work closely with external agencies, development workers and support teachers from the Early Years Development and Childcare Partnership to ensure that the needs of children attending the group are met.

How good is the Day Care?

Highwoods Pre-school playgroup provides good care for children. Staff give priority to ensuring children are safe both inside and outside the playgroup. However, there is room for improvement with regards to fire safety. The policies are well produced, clear to understand and are put into practise within the setting.

Staff ensure children with special needs are fully included in activities and there is a strong commitment to equal opportunities throughout the group.

Staff have a consistent approach to their work, they attend regular staff meetings, work well as a team and attend regular training. The impact of this is evident in the good quality practise within the group.

The effective key worker system enables staff to establish consistent and good relationships with children and parents. Activities are planned well, children engage in a wide range of interesting practical activities and staff encourage and support the children in all areas of their development. Children are encouraged to make their own choices about play and learning.

There is a good partnership with parents. They are well informed about all aspects of the setting and their child's progress on a daily basis.

What has improved since the last inspection?

At the last inspection, the provider agreed to ensure all staff's letters of approval remained on the premises and were available for inspection and that there would be a member of staff with a first aid certificate on the premises at all times. All the required documents are now in place and are available for inspection. The first aid training has been maintained through staff members attendance on childcare courses, a first aider is available from the adjoining school and all staff are due to attend a two day first aid course on the 1st and 2nd of July 2003.

What is being done well?

- The staff work well as a team and are committed to attending regular training.
- The staff plan a wide range of interesting activities for children, who play enthusiastically with a good selection of toys and equipment both indoors and outdoors. Children are encouraged to choose their own games and make decisions about playing indoors and out.
- The staff have very good relationships with children and parents and practise a very effective key worker system.
- The children respond well to clear guidance and praise. They tidy away toys and behave well.
- There is a strong commitment to equal opportunities. Children with special needs have additional staff support to help them take part in everyday activities including the use of sign language.

What needs to be improved?

- the child protection policy to include procedures to be followed in the event of an allegation made against a member of staff
- the fire safety, by following the fire safety officers recommendations.

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
6	Meet any recommendations made by the Fire Safety Officer (in this case a Fire Log book, position of fire extinguishers and the use of a key in a fire exit door).
14	Ensure the child protection statement includes procedures to be followed in the event of an allegation against a member of staff.

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

How effective is the nursery education?

Children are making very good progress in all six areas of learning.

Teaching is very good. Staff are committed and motivated to provide a safe, secure environment, where children are eager to learn through a wide range of interesting activities. They interact well with the children, listening and questioning, helping them progress through the early learning goals. Detailed planning ensures that all areas of learning are addressed. The High Scope method of teaching is followed, encouraging children to make their own choice of activity and resources. Children with special educational needs and English as an additional language attend the group. They are very well supported by the staff, who in turn receive support from staff of the Early Years Development and Childcare Partnership. Behaviour is managed very well. Children are taught respect and care for each other and staff have realistic expectations of them.

Leadership and management is very good. The pre-school is managed by a voluntary committee of interested parties, parents and carers. The day to day management of the group has remained consistent and has continued to work effectively. The staff share a commitment to improve the quality of the educational provision. This is achieved through ongoing training and continual evaluation of day to day practices.

Partnership with parents is very good. They are well informed about all aspects of the setting. They receive good written information in the form of a booklet, newsletters and a well appointed notice board. They are encouraged to contribute to topics and are welcome to join sessions at any time.

What is being done well?

- Children's personal, social and emotional development is very good. They are happy, settled and confident. They are able to self select resources, interact well with each other and staff and are learning to co-operate. The children are making very good progress in all six areas of learning.
- Behaviour is very good. The children respond well to staff, share and show respect for each other.
- Children with special educational needs and English as an additional language are very well supported.
- Staff and management work very well together as a team to plan a varied range of interesting activities.
- Children have very good opportunities to learn and understand about other cultures.

What needs to be improved?

- | |
|--|
| <ul style="list-style-type: none">• Children's access to appropriate equipment at all times. |
|--|

What has improved since the last inspection?

not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children make very good progress in personal, social and emotional development. They are happy, settled and independent. They self select their activities and resources with confidence and enthusiasm. The children are very well behaved, showing care and consideration for each other.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's progress in communication, language and literacy is very good. Children confidently engage in conversation and use expressive language. They recognise their names by use of name cards when self registering and emergent writing is evident. Children with special educational needs and English as an additional language persist in sounding words and make good use of signs and pictures.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children make very good progress in mathematical development. Many children count to ten and some beyond. They are beginning to recognise numerals and enjoy sorting and comparing games. The use of simple mathematical language is evident as they describe big and small, full and empty. Number rhymes are repeated with confidence.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Very good progress is made in knowledge and understanding of the world. The children learn how and why things happen through a wide variety of interesting topics, such as how bulbs grow and why ice/chocolate melt. They have a very good understanding of other cultures, through access to day to day displays and resources, as well as planned topics. They are aware of self-image, learning body parts, re-counting favourite things and through "all about me" topics.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children make very good progress in physical development. They move with confidence and control both inside and outside the setting. They display awareness of space through their group games and individual physical activities, such as bike riding, climbing and balancing. The children display very good control when using small equipment such as scissors, paint brushes and pencils.

CREATIVE DEVELOPMENT

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

Children's progress in creative development is very good. They use opportunities to explore colour, shape and texture through paint, sand and other mediums such as tree bark. Children confidently choose and use their own creative materials from a range of self select resources. They join confidently and enthusiastically in action rhymes and sing songs from memory. Opportunities are provided for the children to participate in dancing, miming and role play activities.

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:

- A minor point for consideration is to ensure that children have access to appropriate equipment at all times, i.e. to ensure that scissors provided are suitable to the individual child's needs and the activity.

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.