



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 203893

DfES Number: 512020

INSPECTION DETAILS

Inspection Date	23/01/2004
Inspector Name	Anita Bartram

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Rayleigh Methodist Pre-school
Setting Address	Rayleigh Methodist Church Eastwood Road Rayleigh Essex SS6 7JP

REGISTERED PROVIDER DETAILS

Name	The Committee of Rayleigh Methodist Pre School 1034872
------	--

ORGANISATION DETAILS

Name	Rayleigh Methodist Pre School
Address	Rayleigh Methodist Church Eastwood Road Rayleigh Essex SS6 7JP

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

Rayleigh Pre-school opened in 1981. It operates from three rooms, on church premises in the centre of Rayleigh. The pre-school serves the local and wider area.

There are currently 61 children from 2 to 5 years on roll. This includes 32 funded 3 year olds and 5 funded 4 year olds. Children attend for a variety of sessions. The setting supports a small number of children who have special needs or who have English as an additional language.

The group opens for seven sessions a week during school term times. Morning sessions are from 09.15 until 11.45. Afternoon sessions are from 13.15 until 15.45.

Eight part time and two full time staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. One member of staff is currently working towards a recognised early years qualification. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Rayleigh Pre-school provides satisfactory care for children.

The staff provide a welcoming environment through posters on display, notices and prepared activities. There is a satisfactory range of resources and children have varied play opportunities. Most play areas are warm and comfortable for children to use. At present outdoor play is used only in warmer weather. All documentation is in good order and is confidentially stored.

The staff provide a safe and secure environment for the children. All staff are vigilant in keeping children safe and have good procedures in place. Most staff have current first aid certificates. Hygiene routines are implemented through the children's everyday routines and effective procedures are in place to protect children when they are sick. There are some opportunities for children to learn about healthy eating. Staff are appropriately aware of their child protection responsibilities.

Staff provide a caring environment where children's individual needs are considered well. Children are generally able to select from a range of resources and are offered appropriate play opportunities and activities. Staff follow very effective working practices to meet the specific needs of children with special educational needs or English as an additional language. There is a wide range of resources to promote positive images of diversity to children. A comprehensive system is in place for planning and assessment that refers to the six early learning goals. Overall, children play co-operatively and staff manage children's behaviour consistently and positively.

Staff are readily available to speak with parents at either end of the day. Parents are welcome in the group at any time and are encouraged to help out on a rota basis.

What has improved since the last inspection?

At the last inspection, the provider agreed to provide an action plan detailing how the person in charge will achieve a level three qualification. The person in charge is now booked onto a 'fast track' course with the EYDCP and hopes to gain her level three certificate by the end of the year. The provider agreed to ensure the nominated person on the committee is vetted. This has been done and evidence has been verified.

The provider agreed to ensure that: the outdoor play space is safe; to obtain written permission from parents to seek emergency medical advice or treatment; and to ensure the first aid box is kept well stocked. These have been completed.

The provider agreed to develop the staff knowledge and understanding of child protection procedures and ensure that the child protection policy complies with the local Area Child Protection Committee procedures. This has been done.

What is being done well?

- The staff follow good procedures to keep the children safe both indoors and out. They follow tight security measures and monitor the access to the children carefully. Good risk assessments are done to minimise hazards to children.
- Healthy foods are available to the children at snack time. For example, children can choose apple or carrot to eat, and milk or water to drink.
- Staff follow very effective procedures to support children with special educational needs. The special educational needs co-ordinator (SENCO) is instrumental in this and has built up good working relationships with parents, staff, outside agencies such as speech and language therapists, physiotherapists and local school staff.

What needs to be improved?

- the organisation of snack time, to encourage children's independence

- the children's use of the outdoor area
- some areas of flooring for children to sit and play on, so they are more comfortable.

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
3	Develop the children's use of the outdoor area.
4	Provide flooring for children to sit and play on that is warm and suitable for its purpose.
8	Review the organisation of snack time to enable children to be more independent in pouring, sharing out and calculating and to enable staff to be positive role models for children's behaviour and language skills.

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 Rayleigh Pre-school is good. It enables children to make very good progress in their personal, social and emotional development and knowledge and understanding of the world and generally good progress towards the other four early learning goals.

The quality of teaching is generally good. Staff are building very valuable relationships with children that form a strong basis to help children make the most out of the educational provision. The staff have a firm commitment to include children with disabilities in the group. They have positive attitudes that all children absorb and as a result all children are caring and sensitive to the needs of children with disabilities. There is a wide selection of toys on offer to promote positive images of race and culture to children whilst they play.

The staff have a comprehensive planning system in place. However, the organisation of space and timing sometimes restricts children's choice and their opportunities to learn, for instance by not involving the children in the preparation and organisation of snack time. It also inhibits the provision and development of more focused activities intended to extend older or more able children's learning.

The leadership and management of the nursery is generally good. Staff are very open to new ideas and are committed to the ongoing development of the provision. Senior staff are starting to set up an appraisal system to formally identify staff training needs and influence practice.

Partnership with parents is generally good. Parents are very happy with the care that the children receive and feel they have enough information about the topics the children cover. However, parents would like more opportunities to see their child's development records and to discuss their child's achievements and progress with staff.

What is being done well?

- The staff and children are forming close and trusting relationships. Younger children bond well with staff and use them for reassurance to explore their new environment. Older children are beginning to form special friendships with each other and are confident to talk to unfamiliar adults. As a result, most children are confident and settled in the group.
- Children are very keen to learn about and explore the activities on offer. They use their developing language skills effectively to ask questions such as what, why and who. They like to touch and manipulate different play dough tools to see what they do, and ask staff to throw the ball to them repeatedly to practice their new found skill of catching.

- The support for children with special education needs is very effective. Staff work with outside agencies appropriately and staffing levels are increased to provide one to one support for children. Individual education plans are drawn up and staff skilfully incorporate targets into the children's everyday play to ensure that children are making good progress in their skills and learning.

What needs to be improved?

- the organisation of space and time: to enable children to exercise greater choice of activities; to enable staff to prepare and focus challenging activities to extend older/more able children; and to enable children to settle to activities and develop their play for longer periods of time without interruption.

What has improved since the last inspection?

Generally good progress has been made in implementing the action plan drawn up to address the five key issues identified at the previous inspection, resulting in some improvements being made to the educational programme. Planning now covers the six early learning goals and liaison is particularly effective between home and pre-school to support children with special educational needs. Staff are currently developing a parents' pack to help parents encourage their child's learning at home. Staff have increased the children's opportunities to dance and a full-size computer is available. Children are able to choose from the resources within the room they are allocated, but due to the current organisation they are not able to choose when to go outside to play or when to work and play in the different rooms to suit their needs and preferences.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Children have positive attitudes to learning. They are keen to try out activities and ask questions such as why are you writing, what do you do with this play dough tool and who are you. Very valuable relationships are being formed between both staff and children. Staff are effective role models for the children who show caring and gentle approaches to children with special educational needs. Children's behaviour is very good; they calmly take turns to sweep up sand from the sand tray.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
------------	----------------

Many children have favourite stories. They purposefully select books about trains and diggers and act out scenes from favourite stories. Older children competently use their wider vocabulary that reflects their experiences such as submarines, turtles, aliens and volcanoes. However, there are limited opportunities for children to write purposefully. For example, children do not readily write lists or notes in their play or independently initiate writing their name on their work.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Many children recognise simple 2D shapes. They see different shapes around them and the similarities in shapes such as ovals and circles, squares and rectangles. Children's skills in counting are progressing appropriately. Younger children willing try and older children count purposefully up to 10. However, there are few opportunities for children to calculate in a meaningful, everyday way. Staff are not making full use of activities such as snack time to develop children's skills.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Many older children enjoy designing things. They make submarines with wooden bricks and boats with lots of gluing and cutting. They work together co-operatively to achieve their goal. They have a very positive approach to find out about their immediate and wider world around them. They ask what things are, how they work and what they are for. They notice and comment on differences outside such as that only some trees still have leaves on and that leaves on the ground are usually brown.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Older children keenly use large physical apparatus. Most children can competently go under, over and through the equipment. Older children enjoy throwing beanbags, and catching, throwing and kicking balls. Many children persevere and want the game of catch to go on and on so they can practice their skills in catching. However, staff are not making full use of the outside play area for children to develop their skills in a more open and less restrictive space.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Most children very keenly create with glue, paint and paper. They combine these purposefully and become engrossed in their idea of making a sticky picture of a boat. Older children are developing valuable imaginative skills. They use storylines, vocabulary, movement and expression in their play. Although children move to the music tape as part of the routine of the session, they have limited access to musical instruments where they can explore different sounds and beats for themselves.

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

- plan the use of space and time so staff may more effectively challenge and extend older/more able children's learning
- allow children to initiate and develop their play for longer periods of time, in activities that they have chosen to suit their stage of development and learning preferences.

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.