



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 507749

DfES Number: 520616

INSPECTION DETAILS

Inspection Date	09/02/2004
Inspector Name	Hazel Christine White

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Allesley Pre-school
Setting Address	Further Education Centre Birmingham Road Allesley Coventry CV5 9GT

REGISTERED PROVIDER DETAILS

Name	The Committee of Allesley Pre-School Committee
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ORGANISATION DETAILS

Name	Allesley Pre-School Committee
Address	Further Education Centre Birmingham Road Allesley, Coventry West Midlands CV5 9GT

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

Allesley Pre-School is an established group which has been open for a number of years. It operates from a self contained unit within a Community Hall. It is located in the Allesley area of the City and serves the local and surrounding areas.

There are currently thirty three children from two to five years on roll. This includes seven funded three- year- olds. Children attend for a variety of sessions. The setting supports children with special needs, and who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 09:15 until 15:00.

Four part time/full time staff work with the children. The manager holds a teaching qualification and over half the staff have early years qualifications to NVQ level 2 and 3. The setting receives support from a teacher from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Allesley Pre-School provides satisfactory care for children aged two to five years. Staff ensure that the environment is warm and welcoming. A key worker system operates and staff/child ratios are adequate. Routines are consistent and children are happy and settled.

Children are provided with a good range of resources and equipment which promote their all round development. Some attention needs to be given to the maintenance of toys and equipment to ensure that children can access the full range. Children have clear routines and planned activities which provide interesting learning opportunities. The daily timetable enables children to make their own choices and play freely, however the activities available during this time do not always keep children interested and the behaviour of some can be challenging. Staff interaction is good and children are well supported during structured play. There are good strategies in

place for managing behaviour.

Staff have an understanding of the children's individual needs and record basic information regarding their personal development. Key workers do not currently record observations or assess the children's progress to plan the next stage of their learning.

Health and safety is satisfactory. Daily routines promote good hygiene practices and children are closely supervised. Fire safety could be improved by ensuring that adequate evacuation records are kept and fire doors open without force.

Good relationships with parents have been established and maintained. They are kept well informed through daily discussions and occasional news letters regarding forth coming events.

The organisation and maintenance of documentation and records needs to be given consideration to ensure that they are readily available.

What has improved since the last inspection?

Since the last inspection staff have obtained a copy of the child protection guidelines. A cupboard lock has been fitted to the area where the fridge is stored to make it inaccessible to the children. Staff share information verbally on a daily basis to keep parents informed about their child's day. A separate incident book is used to record information to ensure confidentiality. Additional heaters have been purchased to maintain the premises at an adequate temperature.

What is being done well?

- Staff provide a warm, caring environment where children are happy and settled. Displays of the children's artwork are evident throughout. There are a good range of resources and equipment for children of all ages and stages of development. The manager plans a variety of stimulating activities to enable children to progress in all areas of their development.
- Staff handle children's behaviour in a sensitive and consistent manner. Attention is given to the age and stage of the child's development. Staff are good role models and encourage children to be kind, considerate and take turns.
- Staff have a good relationship with parents. They are welcomed into the setting and many support the group on a voluntary basis. Communication is good and parents are kept informed of their child's day.

What needs to be improved?

- the system for recording children's progress to ensure it helps to plan the next steps in children's play and learning
- the provision of free play to ensure that children are being sufficiently

challenged

- the maintenance of toys and equipment
- the recording of fire evacuation information and maintenance of the fire door
- the organisation and storage of records.

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 a recording system which helps to plan the next steps in children's play and learning.
5	Ensure that toys and equipment are well maintained.
6	Meet any recommendations made by the Fire Safety Officer in this case a Fire Log Book and Fire door.
14	Ensure that all records relating to day care activities are well maintained and organised so they are readily accessible.

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

How effective is the nursery education?

Allesley pre-school offers generally good quality nursery education which helps three and four year old children make progress along the stepping stones towards the early learning goals.

Teaching is generally good. The manager has a sound knowledge of the Foundation Stage and plans a range of structured activities using the stepping stones, however observations and assessments are not used to plan the next stage for individual children. Staff have a good awareness of the daily plan of activities although they are not involved in the process. Relationships between staff and children are good. They interact well with children in small groups and on a one to one basis. Planned sessions are well organised and children are keen to learn and concentrate fully. However free play does not provide sufficient challenge and interest for all children. They have limited experiences to practice writing and increase counting skills in every day experiences.

The leadership and management of the nursery are generally good. Staff are clear about their roles and responsibilities, communication is good and they work well as a team. Staff however are not involved with planning or assessment and their knowledge of the Foundation Stage is limited. The Committee have clear procedures in place for recruiting staff and value the service the setting offers to children and their families.

Partnership with parents is generally good. Parents are provided with good written information about the setting which includes policies and procedures. There is an informative notice board about forthcoming events. Staff frequently discuss how children are settling and progressing, however information from parents is not used to inform planning. Parents are actively involved in fund raising and regularly contribute to caring for the children.

What is being done well?

- Children are happy, keen and interested in the range of well planned activities. They listen intently to stories and eagerly join in action songs and rhymes. Children's imagination is fostered through music and movement and the regular use of musical instruments.
- Good challenges are offered physically. Children use wheeled toys and climbing equipment confidently.
- Relationships between staff and children are good and children relate well to each other, staff and visitors.
- Staff work well as a team and are consistent in their management of behaviour. Children are learning to share, take turns and show consideration to others.

What needs to be improved?

- the regular use of records and assessments to gain sufficient information to inform future planning
- the organisation of free play activities to sustain the interest of more able children
- ways in which children can develop skills in operating simple equipment and gain an understanding of basic information technology

What has improved since the last inspection?

Improvement since the last inspection is generally good.

Staff were asked to ensure that planning gave priority to language, literacy and maths and that words and numerals were displayed clearly. These learning goals are included in planning and topics. Words and numerals are displayed throughout the setting. Children's work is labelled with their name or a caption. Children are encouraged to look for their name on coat pegs and exercise books.

Staff were asked to ensure that children explored sound in creative development. The daily routine has been reviewed and includes many opportunities for singing and music and movement sessions. Children use musical instruments on a weekly basis and a sound lotto has been added to the resources.

The setting has reviewed how information is given to parents. The early learning goals are included in the parents booklet. Several copies are available for parents to read. The daily activity plan is displayed in the play room for reference. Staff communicate well with parents, however information is not used by staff to inform their planning. Children's progress and achievements are not assessed.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are happy and secure. They have good relationships with adults and are developing friendships with their peers. Concentration is good during structured activities which are adult led. They show interest, are eager to try new experiences and listen well to staff. However during free play activities do not sufficiently challenge children. The range provided is not enough to sustain their interest. Children become restless and the behaviour of some disruptive.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Most children are confident speakers and use a good range of vocabulary in small groups and on a one to one basis. Children listen to stories intently and are eager to respond to questions. More able children make up their own stories and look at books independently. Children are learning to recognise their name on coat pegs. They use various writing materials in planned activities, however there are less opportunities for children to practise writing in practical and daily routines.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children can count to five and some past ten. Displays are clearly numbered in sequences to ten. However they do not experience activities that link counting and numerical recognition. When singing number rhymes they are learning to subtract but not in practical situations. Children are developing an understanding of mathematical language through topics and planned activities. They have some opportunities to weigh and measure and are beginning to learn concepts such as tall, big and small.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children are learning about the natural world and are developing an understanding of living things and how they grow. Topics are linked to help children have an awareness of the place in which they live and the local community. Children are learning about their own cultures and beliefs. They are able to use a range of media to build and create models. There are less opportunities for children to use information technology and to discover how things work.

PHYSICAL DEVELOPMENT	
Judgement:	Generally Good
Children show enjoyment when taking part in singing and music and movement. There are daily opportunities for outdoor play and a good range of resources. Children are developing control and co-ordination when using wheeled toys and are increasing their awareness of space. They are learning to use a variety of small tools, however access to scissors is limited. Children demonstrate health and bodily awareness and can acknowledge changes in their bodies after exercise.	

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children learn about texture, shape and colour through a range of planned activities. They make 2 and 3 dimensional models and build and mould with a variety of materials. Children can express themselves freely during music and movement sessions and sing familiar songs and action rhymes. They have good opportunities for role play, however the organisation of the area impacts on the children's ability to use their imagination fully.	

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

- Develop effective systems for recording and monitoring children's progress and use these to inform future planning.
- Organise free play activities to sustain the interest of children of all abilities and thereby improve behaviour.
- Provide opportunities for children to gain an understanding of how to operate simple equipment and gain an awareness of information technology.

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.