



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 130503

DfES Number: 524013

INSPECTION DETAILS

Inspection Date 09/03/2004
Inspector Name Maura Pigram

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name The Manor Pre-School
Setting Address Bhaktivedanta Manor
Dharam Marg, Hilfield Lane,
Aldenham
Hertfordshire
WD25 8EZ

REGISTERED PROVIDER DETAILS

Name The Committee of ISK CON 259649

ORGANISATION DETAILS

Name ISK CON
Address Bhaktivedanta Manor, Dharam Marg, Hilfield Lane
Aldenham
Watford
Hertfordshire
WD25 8EZ

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 Manor Pre-School is situated within the Hare Krishna Temple site in its own purpose built premises which has recently been refurbished. The group is run by a committee consisting of parents, staff and designated person from the management committee of the temple. The pre-school is registered for 12 children ages 2 to 5 years. The group receives funding for three and four year olds and supports children who speak English as an additional language.

The pre-school opens five days a week during school term times. Sessions are from 09.30 to 12.30. Children attend for a variety of sessions. There are two full time members of staff who are committed to updating their skills. Both members of staff have qualifications in Early Years.

The setting receives support from a qualified teacher who is based in the Manor school.

How good is the Day Care?

The Manor Pre-School provides good quality care for children. The team are committed to training and updating their knowledge. Staff give support to the children in all aspects of their development. The premises is bright, airy and welcoming with displays showing some of the children's work. The children have use of a satisfactory outdoor play area. The manager has a sound knowledge of health and safety issues including child protection and behaviour management.

Children are given a wide range of opportunities to play and develop in the friendly environment. Development of some opportunities would further enhance the children's knowledge and understanding. Toys and equipment are easily accessible and the staff rotate the resources daily. Social skills such as kindness and sharing are encouraged throughout the sessions offered. General awareness of our diverse society is encouraged through play and discussion.

There is a very good relationship with parents and staff. They know the children very

well and parents are informed of their children's progress in a relaxed manner. Progress is recorded through the use of photographs, informal and formal observations. Policies and procedures are mainly clear and informative.

What has improved since the last inspection?

At the last inspection there were no identified actions.

What is being done well?

- The staff's relationship with the children is excellent. The pre-school provides a good range of toys and resources that meet the children's individual needs. The staff encourage the children's social and emotional development throughout the daily activities. Children are happy and confident in the pre-school and staff are good role models. The children are encouraged to respect and value each other, and they behave well.
- Excellent use is made of the natural environment. The staff arrange visits to community members who share their experiences of caring for animals, plants and vehicles with the children. An example of this is planting flowers, visiting sheep, calves and cows. These experiences are further developed by the staff through related activities.
- There is a relaxed and friendly relationship with the parents. Regular verbal feedback is given and individual picture books are used to share information about the child's progress. Parents are given the opportunity to be involved in the pre-school through the well established parent committee or visiting the nursery to share skills or hobbies.

What needs to be improved?

- the complaints and attendance recording procedures
- the involvement of children during snack time to ensure minimisation of missed opportunities in the children's development.

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
2	Ensure the registration system shows hours and dates attended by staff and children.
8	Involve children in the preparation and sharing of snacks.
12	Ensure the contact number of the regulator is included in the complaints procedure.

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 Manor Pre-School is of good quality overall. Children are making generally good progress towards the Early Learning Goals in five of the six areas of learning and very good progress in the area of personal, social and emotional development.

The quality of teaching is generally good. The manager has attended various training events/workshops relating to the Foundation Stage and has a good knowledge of the stepping stones and early learning goals. Other staff are undertaking further training that will incorporate the Foundation Stage and all staff will then be involved in planning the curriculum. The manager has identified the need to review the planning to make it clear to all staff within the group.

The Manor has good links with the main school and regular qualified teacher involvement. Visits to assemblies and the reception class are organised for the children and staff meet to discuss planning; thereby ensuring continuity.

Staff interact positively with the children and manage them sensitively. Everyone is encouraged to be kind and to consider each others feelings. Children are able to choose freely from the activities laid out and low storage also encourages the children to make independent choices during the session.

The nursery is proactive in integrating children with Special Educational needs and assisting children that have English as an additional language and will liaise with parents and relevant agencies to support them.

The leadership and management of the group is very good. Staff regularly monitor and evaluate their practice and are considering accreditation through a quality assurance scheme. They are committed to developing their knowledge and understanding and regularly attend various training events.

Partnership with parents is very good and feedback from parents is positive. The pre-school is a community based group that involves it's parents and keeps them well informed.

What is being done well?

- Staff have established secure relationships with the children. They are calm and patient and spend time talking, listening and supporting them. They offer explanations and ask questions to make them think.
- Staff have developed a good partnership with parents. They invite parents to join them on training courses and keep them well informed via newsletters, a parent pack and regular discussions. 'Home Information' is gained when children first start and give staff an insight into children's individual needs.

- The leadership and management of the group is very good with the nursery manager having good links with the school in the temple. This enables a smooth transition from nursery to school, for those families who go onto attend the school. The manager is committed to ongoing training and development to ensure staff keep up to date with current practice.
- Children's personal, social and emotional development is supported well. Children are confident in their approach to staff and other children. Staff encourage the children to be considerate and kind to each other and to offer reassurance to them, whenever necessary.

What needs to be improved?

- planning and assessment to show children's 'next steps' and to ensure systems are clear and can be easily shared with other staff
- opportunities for children to explore and investigate
- opportunities for children to explore mathematical concepts such as calculation and simple problem solving, shape, space and measure, through practical activities.

What has improved since the last inspection?

The nursery has made generally good progress since the last inspection. They were asked to provide more opportunities for children to practise their writing skills during activities such as role play. They now have paper, pens and a clipboard in the play house.

They were also asked to have more labelling around the room, which is now in place, with the support of displays and friezes, depicting numbers and letters.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy and settled in the group. They form good relationships with adults and with other children and staff actively encourage the children to be kind and thoughtful to each other. Children are confident to try new activities and speak in a familiar group. Adults ensure snack time is a relaxed and sociable time, with staff and children chatting comfortably with each other. Children are able to select resources for themselves and work independently.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident in their approach to the adults; they initiate conversations and share their own experiences. Children join in a singing session enthusiastically and respond with enjoyment to story and song time. They are beginning to link sounds to letters and adults use a variety of ways to support this; through computer games, Letterland resources and friezes and displays. Children carefully follow dots to form letters and older children are beginning to write recognisable letters.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Adults use practical activities such as snack time to count people and objects. During group time, children are able to identify coloured reels and respond correctly to questions relating to size and differences. Children are able to count from 1 to 10 and back to 0. However, there are limited opportunities to learn about shape, space and measure and little opportunity for calculation through practical activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Adults make good use of the environment. Children are beginning to observe and find out about the community around them and have been to see the cows being milked. Children are able to complete a computer programme with accurate control of the mouse and headphones are provided to enable children to listen to story/song tapes. Children are beginning to know about their own cultures and beliefs and those of other people. Further opportunities to explore and investigate would be beneficial.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move around freely and with confidence, both inside and outdoors. They show an awareness of space when queuing up for the slide and whilst playing alongside each other at the sand. Older children are able to manage their own coats and shoes and hang up dressing up clothes. Children use a variety of tools and materials with control. They use scissors to cut and chop 'hair' from a dough doll and pencils to draw and colour in carefully.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children participate enthusiastically in music and singing sessions. They show enjoyment and are confident in using instruments to sound out their individual names. They have begun to build up a repertoire of songs and are familiar with those associated to the Krishna principles. Children have the opportunity to draw, paint and play freely with sand. They use their imagination to take water into the sand, to feed the animals and develop role play games within the play house.

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

- provide opportunities for children to explore mathematical concepts, such as calculation and simple problem solving, through practical activities
- increase opportunities for children to explore and investigate
- develop planning and assessment to enable all staff to be involved in planning and to show how children's progress is identified.

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.