



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 109831

DfES Number: 581505

INSPECTION DETAILS

Inspection Date	03/06/2003
Inspector Name	Carole Gronow

SETTING DETAILS

Day Care Type	Out of School Day Care, Sessional Day Care, Creche Day Care
Setting Name	Applemore Pre-school, Creche, and Holiday Activities.
Setting Address	Claypits Lane Dibden Southampton Hampshire SO45 5TN

REGISTERED PROVIDER DETAILS

Name	NEW FOREST DISTRICT COUNCIL
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ORGANISATION DETAILS

Name	NEW FOREST DISTRICT COUNCIL
Address	(AS PREVIOUS) U/A

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

Applemore Recreation Centre opened in the 1970's to serve the local community.

It provides a pre-school, a crèche and holiday activity programme.

It is registered in total for 130 children aged under eight.

In the pre-school there are currently 69 children aged from two years nine months to five years on the roll. This includes 40 funded three year olds and 24 funded four year olds. Children attend for a variety of sessions. Two children who attend have special needs.

The group opens five days a week during school term times. Sessions are from 09:15 -11:45 and 12:30 - 15:00.

One full time and seven part time staff work with the children. Three have early years qualifications. One member of staff is currently on a training programme. The setting receives support from a teacher / mentor from the Early Years Development and Childcare Partnership (EYDCP).

The crèche is registered for 11 children aged under five years. Places can be booked in advance or parents can book on a casual basis with sessions lasting for a maximum of one and a half hours. The crèche is open four days a week, for three sessions a day, between 09:00 and 14:00 term time only.

Three full time and two part time staff work with the children. Two have early years qualifications and one member is currently on a training programme.

There is a soft play area which is used by both the general public and during some of the organised activities. The times of operation vary according to demand.

There are full day and half day programmes for children of school age that run between 08:30 - 17:30 daily during all school holidays. Sessional holiday activities for under eights are also organised.

One full time and ten part time staff work with the children and six of them hold a basic play work qualification and three also hold an early years qualification.

How good is the Day Care?

Applemore Recreation Centre provides satisfactory care for children.

Staff ensure that all children and their carers are made very welcome. There is a strong emphasis on making sure that all children are safe when they are at the centre. Health and safety is given a high priority. The crèche and pre-school staff have very good relationships with parents.

Current staff working with the under eights have a range of appropriate skills, qualifications and experiences. An induction programme is not yet in place for new staff. Most documentation is well recorded. Both the crèche and pre-school have a wide range of modern, appropriate play provision.

Suitably checked persons always supervise children. The premises are checked daily. Risks and hazards are minimised, however fire evacuation procedures need to be more detailed. All staff have a good awareness of child protection issues. There are a number of qualified first aiders always at the centre.

All staff are aware of the strategies for managing unwanted behaviour and it is handled with consistency. The pre-school liases well and provides good care for children with special needs, although the special needs policy needs updating. A high level of staffing in the crèche ensures that children receive a lot of attention.

Staff ensure that they are always approachable and parents of pre-school children know their child's key worker. Information on children is verbally shared at the end of the session in the crèche and whenever appropriate at the end of the other under eights groups. There is written information available for all parents about the provision their child is using.

What has improved since the last inspection?

The last inspection was a transitional one and this section is not applicable this time round.

What is being done well?

- Children and their carers are made welcome. In both the crèche and the pre-school staff greet parents and children upon arrival and spend time talking to them. Premises are clean and well maintained with bright, newly decorated walls in the crèche and some children's work displayed in the pre-school. There is always a range of activities already set out for children to access and staff are waiting to greet and help settle children. (Standard 4)
- The safety of children is given a high priority. All children must be taken to the provision they are attending by their parents or carers. Children of the

pre-school are registered as they enter the room and those attending the crèche and holiday provision have to be signed in and out. All visitors to the centre have to go through reception. The main rooms used are secure, so that they cannot be entered without staff's knowledge. Children are always escorted when they are outside their usual room, including going to the toilet. The Health and Safety Officer ensures that any relevant Health and Safety procedures are implemented. (Standard 6)

- Unwanted behaviour is handled in a consistent manner. All staff are familiar with the behaviour management policy. Children are praised at every opportunity and situations are handled calmly, quietly and sensitively. (Standard 11)
- Parents are kept well informed about the provision. The pre-school issue a handbook to all parents and there is a half termly newsletter. There is a notice board and also an information table telling them, among other things, about the topic the group is looking at. There is a notice board in the crèche and parents are provided with an information sheet. Staff always discuss children when they are collected. The holiday programme provide a leaflet of all holiday activities, there are weekly schedules available and parents are offered verbal feedback at the end of the day. (Standard 12)

What needs to be improved?

- the induction programme for new staff (Standard 2);
- fire evacuation procedures (Standard 6);
- documentation, to ensure that written consent is obtained from parents for emergency medical advice and treatment, and
- the special needs policy covers all provisions for the under eights (Standard 14).

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
2	devise and implement an induction programme for new staff (Standard 2)
6	devise and implement detailed fire evacuation procedures (Standard 6)
7	request written consent from parents for seeking emergency medical advice or treatment (Standard 7)
10	devise and make available to parents, a written statement on special needs which is consistent with current legislation and guidance. Ensure that this is understood and implemented by all staff (Standard 10)

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

How effective is the nursery education?

The provision offered by Applemore Preschool is of good quality overall. Children are making generally good progress towards the early learning goals. Their personal, social and emotional development and their knowledge and understanding of the world is generally good, as is development in language. Children enjoy books, write their names and speak with confidence. They are not so good at listening to each other in a larger group. There are significant weaknesses in progress in mathematics. Although children use a range of resources to count and sort, number is not used enough in daily routines. Physical development is very good and children make generally good progress in creative development.

There are significant weaknesses in teaching because assessment does not record children's progress towards the early learning goals and is not used in planning to ensure that individual needs are met. The support for children with special educational needs is very good, with close liaison between staff, parents and other professionals. Staff prepare a wide range of interesting activities and the resources children need are always within reach. Children are enabled to make choices and to develop independence. Staff manage behaviour very well, creating a happy, safe and stimulating environment

Leadership and management of the setting is generally good. The supervisor involves staff in planning and delegates responsibilities according to their strengths. Staff work well together and have a clear understanding of their roles. A formal staff appraisal system allows for training needs to be identified and all staff are supported in accessing training. Staff and management continuously evaluate provision and plan for development.

Partnership with parents and carers is very good. Parents and carers receive all the information they need and express confidence in the staff. Parents' skills are used in promoting children's learning and in practical support of the group.

What is being done well?

- Very good working relationships are developed between staff and parents. They share information, skills and knowledge to promote children's learning.
- The group has an extensive and varied range of resources and activities, which ensures that children make good progress in physical development.
- Staff provide interesting and imaginative activities to encourage children's creative development, particularly in the use of art and craft materials.
- Staff use consistent and sensitive behaviour management strategies, which result in well-behaved children working in a happy environment.
- Effective support is offered to children with special educational needs, which

enables them to make progress alongside other children.

What needs to be improved?

- assessment by staff of children's progress, and subsequent planning to meet children's individual needs;
- opportunities for children to speak and to listen to others in a large group;
- activities involving recognising sounds in spoken words and linking sounds to letters;
- opportunities for children to use number and simple addition and subtraction in daily routines and practical activities.

What has improved since the last inspection?

The preschool has made generally good progress since the last inspection, acting on issues raised to develop provision.

The group was asked to ensure that parents are aware that policy documents and assessment records are available for them to look at. Parents now receive all the information they need about the setting and about their children's progress.

They were advised to provide regular opportunities for children to explore sound and use a variety of musical instruments. A range of good quality percussion instruments has been purchased and music and movement sessions are regularly included in the programme.

The preschool was asked to extend opportunities for children to develop sensitivity to people of a range of cultures and beliefs. Major festivals of various cultures are now included in activity plans throughout the year, enabling children to understand their own culture and respect the beliefs of others.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children's personal, social and emotional development is generally good. Children relate well to adults and to other children and learn to take care of their environment. Staff manage behaviour quietly and consistently and help children to develop independence and confidence. Children with special needs are supported well by staff in working alongside their peers.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Development in communication, language and literacy is generally good. Children enjoy books and stories. They write their names and practise writing in imaginative play. Clear labels, name cards and badges teach them to recognise written words, but they do not have enough opportunities to link sounds with letters. Staff encourage conversation with individuals and small groups, although children do not take turns to speak and listen when they are in a large group.

MATHEMATICAL DEVELOPMENT

Judgement:	Significant Weaknesses
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There are significant weaknesses in mathematical development. Children learn to count, match, sort and recreate patterns, using a variety of games and resources. They learn the vocabulary of shape, size and position, but miss opportunities to use number and counting skills in every day routines. Staff do not introduce enough practical activities to practise simple addition and subtraction.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children's knowledge and understanding of the world is generally good. They are able to choose from a wide range of interesting activities that allow them to experiment and find things out for themselves, although activities are not always extended enough to provide challenge for older and more able children. Children enjoy building and construction with a wide range of tools and materials. They are familiar with the use of a computer to support their learning.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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The provision for children's physical development is very good. Children develop their manipulative skills with a variety of tools and materials, construction toys and "small world" activities. They learn to move confidently and with control, using a wide range of large and small equipment, both inside and out.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children's creative development is generally good. They regularly explore colour, shape and form with different materials and display the results with pride. Staff prepare interesting role play situations which enable children to use their imagination and act out their experiences. Children join in action songs with enthusiasm and enjoy moving to music. Parents are invited in to share their musical expertise and children can use a range of instruments to explore sound and express their feelings	
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

- review the system of assessing children's achievements and use this information to plan activities to enable individuals to progress towards the early learning goals;
- provide opportunities for children to speak and develop listening skills in a large group;
- develop activities which involve recognising sounds in spoken words and linking sounds to letters;
- develop the use of numbers and counting in daily routines and provide practical activities to promote understanding of addition and subtraction.

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.