



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 219888

DfES Number: 581475

INSPECTION DETAILS

Inspection Date 30/09/2004
Inspector Name Kristin Hatherly

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Simon De Senlis Pre-School
Setting Address Hilldrop Road
East Hunsbury
Northampton
Northamptonshire
NN4 0PH

REGISTERED PROVIDER DETAILS

Name Milton Malsor Playgroup 1024203

ORGANISATION DETAILS

Name Milton Malsor Playgroup
Address Hilldrop Road
Northampton
Northamptonshire
NN4 0PH

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

Simon De Senlis Pre-School has been established since 1970. It operates from a mobile classroom situated on the school playing fields. The pre-school serves the local area.

There are currently 52 children on roll. This includes 32 three year olds who are in receipt of government funding. Children attend for a variety of sessions. The pre-school is able to support children with special educational needs and children who speak English as an additional language.

The pre-school meets Monday to Friday mornings between 09:00 and 11.30 and Tuesday to Friday afternoons from 11.45 to 14.15, term time only.

A total of eight staff work with the children of whom two have appropriate early years qualification to NVQ level 3 and four are working towards appropriate early years qualifications. The setting receives support from the Early Years Development and Childcare Partnership and is a member of the Pre-School Learning Alliance.

How good is the Day Care?

Simon De Senlis Pre-School provides good quality care for children. The setting offers a warm and welcoming childcare experience. The premises are safe, secure and suitable for their purpose. Good use is made of space. There is a good range of furniture, equipment and toys which are appropriate for their purpose and organised effectively so that children's needs are met. Most areas relating to records and procedures are satisfactory.

Staff promote safety and are aware of potential hazards so that children are kept safe during indoor and outside activities. Good systems are in place to monitor access to the premises. Health and hygiene practices are maintained.

A broad range of meaningful activities is provided to promote children's learning in all areas. Staff build positive relationships with the children. They are aware that

some children may have special needs. Staff use reassurance and appropriate praise which has a positive effect on the children's confidence and self-esteem. They are interested in what children do and say, asking questions to develop their thinking. There are clear routines to sessions which help children feel secure. As a result, children behave very well.

The pre-school develops positive relationships with parents. Parents receive useful information about the setting. Information is exchanged to ensure that parents views are respected and the individual needs of the children are met. Parents report positively about the setting.

What has improved since the last inspection?

At the last inspection, the pre-school was asked to make certain policies and procedures available for inspection as well as evidence of current public liability insurance. These requests have been complied with appropriately to further promote the safety and well being of the children.

What is being done well?

- There is a good range of activities, toys and resources both inside and outside. This promotes the children's emotional, physical, social and intellectual capabilities.
- The premises are warm and welcoming to children and their parents. Good use is made of space. This enables children to move freely and develop their play.
- Staff build positive relationships with the children. They listen to and value what children say and provide consistent routines which results in very good behaviour.
- There is a very good range of resources and activities which reflect diversity. Consequently children learn to value and appreciate the similarities and differences in other people.

What needs to be improved?

- the complaints procedures to include correct address of regulator and clear information to parents
- child protection procedures to include procedures in case of allegations against staff and telephone numbers of police and social service

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
12	Ensure that the written complaints procedure has the address and telephone number of the correct Ofsted Regional Office and states clearly that parents may approach Ofsted with concerns at any time.
13	Ensure that the child protection statement includes contact names and telephone numbers for the local police and social services department, and the procedure in the event of allegations against a member of staff or volunteer.

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

How effective is the nursery education?

Simon De Senlis Pre school provides nursery education which is acceptable and of good quality overall. Children are making generally good progress towards the early learning goals.

The quality of teaching is generally good. Staff have a clear understanding of the Foundation Stage. Plans are based on the six areas of learning, identify learning intentions and key activities are evaluated, although the evaluations do not make it clear whether the learning intentions have been achieved. There is an effective system for observation and assessment. Staff provide a stimulating environment which engages the children well. Opportunities for older and more able children to develop their mathematical understanding by solving simple problems are limited. Staff make good use of carefully framed questions to develop children's thinking skills. They generally take account of events and interests to extend children's learning. Staff manage children's behaviour skilfully and children behave very well. There are suitable systems in place to support children with special educational needs and children who do not speak English as their first language.

The leadership and management of the pre-school is generally good. The pre-school is managed by a supportive committee who have appropriate systems in place for recruitment, induction and staff appraisal. Staff are very committed and work well together as a team. They take advice from the advisory teacher from the Early Years Development and Childcare Partnership and the Pre-School Learning Alliance.

The partnership with parents is very good. A range of information is available to parents so that they are aware of the Foundation Stage and how the pre-school operates. Parents are informed of their children's progress through parents evenings and informal discussion with children's key workers. Parents report positively about the setting.

What is being done well?

- Children are confident, motivated to learn and develop a positive view of themselves as successful learners. They show an interest in the range of activities provided and take part with enthusiasm moving confidently from activity to activity.
- Children speak clearly and confidently and use language for a variety of purposes. They are confident to speak in familiar groups and during role play.
- Staff have developed good relationships with the children and have developed clear routines enabling them to feel secure which results in very good behaviour.
- Children are developing a very good understanding of culture, belief and disability.

- The pre-school develops a very positive partnership with parents. A good range of information is supplied to parents about the foundation stage and how the pre-school operates. Parents receive regular news letter and information about the progress of their children..

What needs to be improved?

- opportunities for children to make choices and develop independence within all activities across the curriculum
- opportunities for older children to solve simple mathematical problems
- opportunities for children to learn about the benefits of being healthy and active
- evaluation of activities in relation to the learning intentions identified in the plans to inform future planning

What has improved since the last inspection?

Good progress has been made in implementing the action plan drawn up to address the four key issues raised at the last inspection. The planning has been revised and ensures that activities are provided that cover all six areas of learning. The system of recording assessments has been revised and assessments are now used to plan the next steps in children's learning. There are two new supervisors since last inspection who have completely addressed the issues with regard to teaching. The outdoor area has been revamped and large equipment is used to develop children's balancing and climbing skills. This has had a positive impact on children's learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are interested and motivated to learn. They confidently take part in activities in small and large groups. Children are aware of routines. They develop good relationships with staff and peers, begin to co-operate with each other and assist staff with tasks. Children respond readily to clear guidance and learn what is expected of them. They behave well. However, children are not encouraged to operate independently e.g. to pour their own drinks at snack time.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children speak clearly and confidently, using language for a variety of purposes. They confidently speak in familiar groups and during role play. Children are developing their early writing skills. Young children make marks and older children write letters of their names. They handle books independently and listen to stories attentively, joining in with interest. However, children do not have continuing opportunities to independently write and draw with a variety of paper pens and pencils.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are developing an interest in number and count spontaneously and confidently. Some children are starting to recognise written numerals. Children discover the property of shape through construction and craft activities. They explore capacity through sand and water play. Opportunities for older children to solve simple problems are limited.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children investigate and explore how things work and why things happen using a range of resources that stimulate their curiosity. They learn about growth by planting and take part in cooking activities. Children talk about past and present events in their lives. They develop an awareness of their own and other cultures and are beginning to understand that some people may have disabilities. There are limited opportunities for children to design and make items independently.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move and use equipment with increasing control. They show an awareness of their own and others personal space during activities and when playing together. Children successfully use a variety of tools and equipment to develop their small hand and whole body skills. There are insufficient opportunities for children to learn about the benefits of being healthy and active.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children explore and express their creativity using a variety of interesting materials and resources. They experiment in two and three dimensions. They respond to musical instruments in a variety of ways. Children make connections in their learning through a variety of role play situations which engage them well. Opportunities for children to draw and create through independently selecting their own materials and media are limited.

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

- ensure that the evaluation of activities relates to the achievement of the learning intentions identified so as to inform future planning
- provide opportunities for children to learn about the benefits of being healthy and active
- provide opportunities for older children to solve simple mathematical problems across a range of activities and in everyday routines
- provide more opportunities for children to make choices and develop independence

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.