



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 318685

DfES Number: 534805

INSPECTION DETAILS

Inspection Date	21/07/2003
Inspector Name	Judith Anne Kerr

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Hartford Community Centre
Setting Address	Canterbury Road Davyhulme, Urmston Manchester Lancashire M41 0RX

REGISTERED PROVIDER DETAILS

Name	Mr Duncan Wise
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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

Hartford Community Centre Pre-School opened in 1999. It operates from two rooms in a one storey community centre on Canterbury Road, Urmston. The pre-school serves the local area.

The pre-school is registered is for 40 children aged from two to five years. There are currently 56 children on roll. This includes 15 funded three year olds and no funded four year olds. Children attend for a variety of sessions. There are children with special needs who attend the pre-school and children who speak English as an additional language are also supported.

The pre-school opens five days a week all year round. Sessions are from 09:15 to 12:30-13:00.

Six part time staff work with the children and all are currently on training programmes. The setting receives support from a mentor from the Early Years Development and Childcare Partnership (EYDCP). The pre-school is a member of the Pre-School Learning Alliance.

How good is the Day Care?

Hartford Community Centre Pre-School provides a good standard of care for children.

The pre-school provides a welcoming environment where children can relax, enjoy themselves and feel secure. The staff develop good relationships with the children. Procedures for promoting children's health and safety are satisfactory.

The pre-school has policies and procedures which cover all aspects of its operation. Staff give high priority to children's safety with occasional minor weaknesses. Consistent daily routines are in place to allow children to settle well and enjoy their day.

Staff are committed to meeting the individual needs of the children and they know

each other well. Activities are well planned to ensure children are provided with a broad range of interesting experiences. Children with special needs are welcomed into the group and given appropriate support to allow them to take part in all the activities provided. Staff know all the children as individuals and are aware of their likes and dislikes.

Parents are welcomed into the group with some becoming members of staff and volunteers. Information is shared with parents on a regular basis through informal discussion, pre-planned meetings and notices which are displayed.

Documentation is satisfactory with some omissions.

What has improved since the last inspection?

At the last inspection the pre-school agreed to ensure the manager and staff obtained appropriate qualifications. Good progress is being made in line with the action plan.

The manager anticipates he will gain his qualification in January 2004, the deputy has completed level two and is working towards level three. Other staff are progressing towards the relevant qualifications.

What is being done well?

- the staff have developed good relationships with the children. They spend a lot of time talking and playing with them and helping them learn. The children are happy and settled;
- the staff plan a wide range of interesting activities for the children. The children play purposefully with a good range of materials provided;
- the staff meet the children's individual needs very well. They place emphasis on children being kind, friendly and respectful towards one another;
- the staff welcome parents into the group and share information with them concerning their child. The children settle in quickly.

What needs to be improved?

- children's safety regarding the gas heaters;
- statement on behaviour management to include bullying;
- documentation, to ensure staff times of arrival and departure are recorded, written parental consent is requested for emergency medical advice or treatment, accident and medication records are signed by parents and emergency contact numbers and records of individual needs are maintained for each child.

Outcome of the inspection
Good

CONDITIONS OF REGISTRATION
<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
<i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i>

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
6	ensure children do not have access to gas heaters.
11	update the written behaviour statement to include bullying
14	record children's individual needs and emergency contact numbers, record times of staff's arrival and departure, request written permission from parents for seeking emergency medical advice or treatment, keep a written record, signed by parents, of accidents and medicines given to children.

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

How effective is the nursery education?

Hartford Pre-School offers a provision which helps children to make very good progress in the areas of personal, social and emotional development, communication, language and literacy, mathematical development and creative development. Generally good progress is made in knowledge and understanding of the world and physical development.

Teaching is generally good with some very good aspects. The effective teaching engages and sustains children's interests and efforts. Staff set challenges that increase children's thinking and skills. They have a good understanding of the curriculum for the foundation stage and the way that young children learn.

Leadership and management is generally good with some very good aspects. Much of the success of the pre-school is due to strong leadership and a well-structured management system. The supervisor and his staff have created a very positive ethos. Good systems are in place, which collect detailed information about the progress of individual children. This information is effectively used to inform future planning.

Staff actively encourage parents to become involved in their child's learning by helping in the group and parents often take up this invitation. Parents are very pleased with the programme provided by the pre-school and staff value their views. The partnership with parents is a strength of the setting.

What is being done well?

- a safe supporting learning environment is provided in which the contributions of all children is valued. The children arrive each morning motivated and eager to learn;
- the quality of teaching is consistently good, as is the organisation and deployment of staff.
- children's communication, language and literacy skills are fostered well, they recognise letters of the alphabet and are learning to recognise and write their names;
- staff's encouragement of parents to participate in all aspects of the pre-school.

What needs to be improved?

- provide more opportunities for children to develop their climbing and balance skills;

- provide additional opportunities for children to explore and investigate a wider range of objects.

What has improved since the last inspection?

At the last inspection there were five key issues. The pre-school was required to give more emphasis to writing, mark making and letter and word recognition. Provide additional ways in which children could develop their awareness of the wider world including other cultures and beliefs. Improve children's use of technology. Ensure all areas of the early learning goals are covered appropriately. Improve the assessment of children's progress and how information is shared with parents and use information gained to inform future planning.

Strong emphasis is now put on developing children's emergent writing, letter and word recognition and their progress is good. Children's awareness of the wider world and other cultures and beliefs has been sufficiently developed through interesting and stimulating activities and the provision of additional resources. The development of children's knowledge of technology has been enhanced by additional resources and supported activities. The assessment system has been reviewed and assessments are now regularly shared with parents and used to inform future planning.

All aspects of the early learning goals are now appropriately covered by the pre-school's planning documents.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are making very good progress in this area. They are very well behaved, friendly and confident and treat each other with kindness. Children are at the stage where they are able to play independently for considerable periods of time. They automatically tidy away equipment at snack time. Children experience many interesting activities and resources that reflect positive images of different ethnic groups. Their independence skills are developing well.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children are making very good progress in this area. The children develop their daily language and literacy skills through daily routines and activities. In role play children have the use of a broad range of mark making tools and write messages, lists and parking tickets which allows them to explore different types of writing. Children learn to recognise their name and letters of the alphabet by self registration when they arrive each day as well as small words displayed around the room.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children are making very good progress in this area. Their understanding of basic mathematical ideas is promoted well through many activities. Practices such as days of the week help the children to understand about things happening in order. Older and more able children make good attempts to copy numbers. Children enjoy singing number rhymes, playing counting games and completing number jigsaws to consolidate their recognition and use of number.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children are making generally good progress in this area. Children learn through many interesting first hand experiences about their local community and the wider world. By completing the calendar and weather chart each day children learn about patterns and change. Their design and making skills are well developed even by the younger children through good use of high quality construction kits. Investigation and exploration of objects could be more varied.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children are making generally good progress in this area. All children are learning to move confidently and imaginatively as well as developing a good awareness of space. Children benefit from the varied opportunities provided to develop manual dexterity, including the use of simple tools. Children build creatively using a wide range of construction kits and 'everyday' materials. They have limited opportunities in the time table to develop their climbing and balancing skills.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children are making very good progress in this area. They enjoy a wide variety of activities which allows children to explore properties of materials and objects; they work with malleable materials such as play-dough, play with sand and water very creatively. Children have good opportunities to explore sounds through playing a range of musical instruments as well as listening and joining in with songs and rhymes. Children use their imagination and express themselves well in role play.	

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 more opportunities for children to develop their climbing and balancing skills;
- provide additional opportunities for children to explore and investigate a wider range of objects.

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.