



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 119506

DfES Number: 520098

INSPECTION DETAILS

Inspection Date 26/01/2004
Inspector Name Sally Ann Hubbard

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Paint Pots Pre School
Setting Address 91 Crowstone Road
Westcliff-on-Sea
Essex
SS0 8LH

REGISTERED PROVIDER DETAILS

Name The Committee of Paint Pots Pre School 251549

ORGANISATION DETAILS

Name Paint Pots Pre School
Address Crowstone Christian Centre
St Georges URC
Westcliff-on-Sea
Essex
SS0 8LH

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

Paints Pots Pre-school opened in 1991. It operates from one main play room in a church hall in a residential area. The pre-school serves the local community.

The pre-school's policy is to admit children from 2 years 6 months. There are currently 56 children on roll. This includes thirty four funded three year olds and nine funded four year olds. Children attend for a variety of sessions. A small number of children have special needs and the pre-school supports some children whose first language is not English.

The pre-school opens five days a week during school term times. Sessions are from 09.30 to 12.00 Monday to Friday and 12.30 to 15.00 Monday and Wednesday.

There are a total of eleven staff who work in the pre-school. Eight have Early Years qualifications. One member is due to start training towards an Early Years qualification. The setting receive support from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Paint Pots Pre-school provides good quality care for children aged two to under five years.

The committee and management staff ensure that adults working within the pre-school are suitable to do so. The pre-school are currently working towards meeting the standards regarding qualifications. Staff use the space well to provide a welcoming environment and a range of activities to promote children's development, however children are not always able to select their own toys and resources. All appropriate records and documentation is in place and readily available.

The premises are safe, secure and suitable for use by the pre-school, access to the premises is monitored and children are well supervised to prevent accidents. Staff are aware of fire evacuation procedures however they need to ensure these are

carried out in accordance with fire safety officer recommendations. The pre-school have policies and procedures in place that staff put into practice to promote children's health. Children are provided with healthy and nutritious snacks. Appropriate child protection procedures are in place that are followed if abuse or neglect is suspected.

Staff plan and provide a good range of stimulating activities and play opportunities to meet children's needs and help them develop in all areas. Staff provide good role models for children's behaviour. Generally children behave well and are beginning to show awareness of appropriate behaviour. Staff treat all children as individuals and provide them with opportunities to learn about other cultures with some supporting resources.

Appropriate policies and procedures are in place that would enable the group to meet the needs of children with SEN.

Staff have good relationships with parents who can talk to any staff member about their child. Parents are able to help in the pre-school on a daily basis rota system or can contribute to the running of the pre-school by serving on the committee.

What has improved since the last inspection?

Paint Pots Pre-school have made good progress since their last inspection as they had 16 actions to address and have been successful in meeting all of these with just some minor adjustments to make to their operational plan. Ofsted has been notified that the actions have been met.

What is being done well?

- Staff use their available space well and have use of two additional rooms to provide an area for physical play and another for small group activities with the older children. Sufficient staff are available to meet the required ratios.
- Children enjoy the activities, they are interested, and can explore and investigate, playing well together, sharing and taking turns. Staff plan and provide a good range of stimulating activities and play opportunities to help children develop in all areas.
- Children are provided with healthy and nutritious snacks. Staff ask for information about dietary needs on admission forms and ensure food and drinks comply with this.
- Staff provide good role models for children and are alert to any instances of conflict and react calmly but quickly. Generally children behave well and are beginning to show awareness and understanding of appropriate behaviour.
- Staff have good relationships with parents who feel able to approach either their key worker or any staff member to discuss their child. Parents contribute to the running of the pre-school by serving on the committee or helping in the group on a rota system.

What needs to be improved?

- children's access to toys and resources
- the fire drills to ensure they conform to fire safety officer recommendations
- the development of resources which reflect positive images of culture, ethnicity, gender and disability.

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
5	Provide opportunities for children to select their own toys and resources.
6	Ensure that the fire drills conform to fire safety officer recommendations.

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 Paint Pots Pre-school is good. It enables children to make very good progress in knowledge and understanding of the world and generally good progress in all other areas of learning.

The quality of teaching is generally good. Staff have clear roles and responsibilities and all are involved in, and take responsibility for planning activities. They show a good awareness and understanding of the foundation stage. A system for planning is in place and staff ensure they cover all six areas and have a good balance across the areas of learning. Systems are in place for assessing individual children, these are in the process of being adapted to incorporate new documentation but the current system does not show how children progress or what the next steps for learning are. Staff provide children with positive role models and have clear expectations of their behaviour. Staff have good relationships with children and they are deployed effectively to support their learning.

Leadership and management is generally good. Staff work well together as a team, attend regular meetings, and have opportunities to informally evaluate the sessions. Some staff are currently attending further training to improve and update their skills. The management committee have good information about their roles and responsibilities and are committed to improving the service they offer. They receive advice and support from the EYDCP on planning and assessments of children.

Partnership with parents is very good. They receive good information about the group and are very positive about the warm friendly staff and the fun and safe environment. Suggestions from parents have been implemented, for example, individual opportunities to speak to their key worker about children's progress. Parents help in the group enabling them to see how child is progressing.

What is being done well?

- Children are making very good progress in knowledge and understanding of the world with ample opportunities to investigate and explore through a range of exciting and imaginative activities.
- Children form good relationships with each other and adults in the group. Staff are deployed effectively to support children in their learning. They involve themselves appropriately in the children's activities and intervene when necessary with sensitivity.
- Staff work well together as a team and they have clear roles and responsibilities. They are involved in, and take responsibility for the planning of activities and show a good awareness and understanding of the foundation stage.

- Partnership with parents is very good they are provide with good information about the group and are able to see first hand how their children are progressing. Good links with their key worker enable them to look at records kept on their children.

What needs to be improved?

- the planning evaluations and children's assessment records and use of these to inform future planning and help children move on to the next stage of learning
- the opportunities for children to link sounds and letters
- the opportunities for children to learn about shapes.

What has improved since the last inspection?

At the last inspection the pre-school had to adapt the existing assessment system to record progress towards all early learning goals in the six areas of learning. They needed to include systematic opportunities for parents to contribute to the assessment of their child's progress. This key issue has been partly addressed, parents are given opportunities to be involved in and contribute to their child's learning and meet with their key worker to discuss children's progress individually. The assessments are in the process of being developed and will, in time, show how children make progress towards the early learning goals.

The setting needed to monitor teaching and the overall planning to identify and address any gaps within the programmes and ensure that the deployment of staff, explanation of activities and grouping of children is planned and implemented consistently to develop children's knowledge, understanding and skills. The teaching and planning has been developed but does not yet identify deployment of staff and grouping of children or how plans are monitored and linked to assessments of children.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are happy, settled, well supported and are able to gain confidence and self-esteem. Children know what is expected of them, generally behave well and are provided with positive role models. Children have opportunities to develop their independence such as hand washing, blowing noses and helping at snack time but are not able to select their own resources. Children share experiences from their own lives and learn about others lives and cultures through topics and planned activities.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are able to talk about their feelings and are supported well to manage them. Children talk about their experiences and learning, for example when looking at ice melting. Children have some opportunities to develop early reading and writing skills; mark making is well used in role-play. However there are insufficient opportunities for children to link sounds and letters. The book area is attractive, comfortable and well used by children who are learning to handle books appropriately.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children have sufficient opportunities to recognise and learn about number during the everyday activities, for example, snack time, singing and stories. Children learn about simple calculations during the rhyme and song session. They are learning about measuring quantities while making dough. Children learn about length and measuring using tapes. Children have resources to sort by size and colour and others to create patterns. Children have insufficient opportunities to learn about shapes.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children use their senses to explore and investigate different materials such as melting ice and making dough. They investigate their environment using magnets and magnifiers. Children learn about events in their own and other's lives by celebrating birthdays and festivals such as Chinese New Year. Children are learning about where they live by having people visit who work in the community such as the police and health visitor. Children have excellent opportunities to learn about technology.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children move confidently around the room and the hall used for physical play showing awareness of space and each other, avoiding obstacles. Children have good opportunities to develop their physical skills such as balancing using parachute and bikes. Children learn about safety while using the equipment. Children use small tools such as scissors, pens and pencils with good control. Children learn about health and bodily awareness and know they need to wear coats and hats to keep warm.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children use different materials to develop their ideas. There are good opportunities for children to develop their senses of touch and hearing. Children explore texture, shape and space in two and three dimensions as they use construction kits and make play dough and watch ice melting. Children explore colour through topics and activities. Children use their imagination well during physical play session. Children respond to sound and music by singing songs and rhymes and playing sound lotto.

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 the planning evaluations and children's assessment records to inform future planning and help children move on to the next stage of learning. Ensure planning provides sufficient opportunities for children to develop early reading and writing skills and for children to learn about shapes in their every day play.

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.