



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 218085

DfES Number: 539797

INSPECTION DETAILS

Inspection Date	22/09/2003
Inspector Name	Dianne Lynn Sadler

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	AMINGTON & DISTRICT PRE-SCHOOL
Setting Address	THE BANDROOM SHARPE STREET,AMINGTON TAMWORTH STAFFORDSHIRE

REGISTERED PROVIDER DETAILS

Name	Amington and Districty Pre-School
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ORGANISATION DETAILS

Name	Amington and Districty Pre-School
Address	Sharpe Street Tamworth Staffordshire B77 3HY

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

Amington and District Pre-school Playgroup opened 30 years ago. It operates from a large hall in the Band Rooms in an urban area. It serves the local area which includes new, large housing estates.

There are currently 32 children aged between 2 years and 5 years on roll. This includes 17 funded three-year-olds. Children attend for a variety of sessions.

The playgroup opens four days a week during school term times. Sessions are from 9:30am until 12:00.

There are six permanent staff who work with the children. Four staff have early years qualifications. Two members of staff are currently working towards a recognised early years qualification. The setting receives support from a teacher from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Amington and District Pre-school Playgroup provides a good standard of care for children. The playgroup provides a warm, welcoming environment for children and their parents. There is a well written operational plan containing all relevant policies and procedures, some of which need to be reviewed and amended. There are clear routines which help children feel safe and secure. Appropriate steps are taken to ensure all hazards to children are minimised.

There is a good range of play opportunities and activities, which are well planned and cover all areas of learning. The play space and wide range of resources are used well to ensure that learning is fun and children have an opportunity to learn and develop. This is evident in the area of physical development, due to the absence of outdoor play space. The interaction between adults and children is very good ensuring good relationships. The children's development is monitored and recorded but a key worker system is not in place.

The playgroup develops good relationships with parents. The staff work closely with them and encourage parent participation to ensure the children's individual needs are met. There are clear procedures and behaviour boundaries that are understood by parents and children.

What has improved since the last inspection?

Not applicable.

What is being done well?

- The implementation of a well written operational plan.
- The good use of space indoors to provide children with opportunities to develop their physical development.
- The provision of a wide range of toys and play equipment, which meet the needs of children present, offering challenges, stimulation and promoting equal opportunities.
- The well planned activities and play opportunities which cover all areas of learning and help children develop.
- The partnership between staff and parents to ensure the individual needs of children are met.

What needs to be improved?

- the process for collating the information of children's development
- the review and amendment of the equal opportunities policy and complaints policy to ensure all areas are covered.

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
3	Review the process for the monitoring and recording of children's development.
14	Review and amend all policies and procedures, specifically the Complaints and Equal Opportunities policy.

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 Amington and District Pre-School is generally good. It enables children to make generally good progress towards the early learning goals. The nursery provides a stimulating environment offering separate work areas linked to the six areas of learning, that promotes choice and independence.

The quality of the teaching is generally good. Staff have a generally good understanding of the foundation stage and are involved in organising clear, concise educational plans. Activities are stimulating and mostly well planned. However there is not sufficient challenge in developing children's knowledge of other cultures and beliefs and calculation and extending children's independence and self-help skills. Staff listen to what children say and extend children's learning by encouraging them to think and express their ideas and feelings. Staff manage children's behaviour very well, having clear, consistent expectations.

The leadership and management of the group is very good. Staff work well as a team and are included in all the planning and decision making for the future. Communication is effective and there is a commitment to further training. The group are good at identifying their strengths and weaknesses and have plans in place to make them more effective.

The partnership with parents is very good. Staff work very closely with parents and there are good opportunities for parents to receive and discuss information about the provision and children's development. Parents are encouraged to participate and effect the children's learning, ensuring good links between home and nursery.

What is being done well?

- Staff have consistent and clear expectations of the children's behaviour which are discussed regularly with the children during the session.
- Staff listen to what children say and extend their learning by encouraging them to think and express their ideas and feelings.
- Staff use the available space and resources effectively to ensure children progress through all the six areas of learning, specifically in physical play, in the absence of an outdoor play area.
- Staff develop good relationships with the parents, who are encouraged to participate and effect the children's learning, ensuring good links between home and nursery.

What needs to be improved?

- children's understanding and learning of other cultures and beliefs and

calculation

- the opportunity for children to develop self help skills and independence
- the examination of resources used with the children to ensure they are appropriate for the age group being taught.

What has improved since the last inspection?
Not applicable, as this is the first inspection.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Three year olds are interested in activities offered, and are able to sit and concentrate for appropriate periods of time. Staff have consistent and clear expectations of the children's behaviour which are discussed regularly during the session. Separate work areas within the room enables children to choose resources for themselves and work independently and as part of a group. More opportunities could be offered at snack time to develop children's independence and self help skills.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children listen well to stories and are able to use prediction, language and communication to extend their thinking. They are able to confidently communicate ideas and feelings with peers and adults. Children are developing an enjoyment of books and demonstrate an understanding of how to use them. children are able to recognise own names and are able to make marks with meaning in print.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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There are well planned activities and opportunities for children to count and recognise shape, size and numbers. However there are limited opportunities for children to use calculation to develop an understanding of addition and subtraction.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children able to discuss their families past and future events with competence. They are also able to investigate and explore a range of objects and materials, the natural world and the community in which they live. There are limited opportunities for children to learn about other cultures and beliefs during spontaneous play.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children are able to develop a sense of space, skills and awareness of their own bodies. They access a wide range of large and small equipment to develop fine motor and gross motor skills. The music and movement sessions enable children to develop their imagination, co-ordination and movement.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children have plenty of opportunities to explore colour, texture, shape, form and music. Children are encouraged to use their imagination and express their ideas, thoughts and feelings in a variety of activities. Children confidently recite nursery rhymes from memory in small group situations.	
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

- Increase the challenge for children to develop their self help skills and independence.
- Develop children's understanding of other cultures and beliefs.
- Develop children's learning about calculation.

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.