



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 256853

DfES Number: 583004

INSPECTION DETAILS

Inspection Date	14/10/2004
Inspector Name	Lesley Ann Barrett

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Young Generation Pre-School
Setting Address	Ashton Road Westwood Peterborough Cambridgeshire PE3 7ER

REGISTERED PROVIDER DETAILS

Name	The Committee of Young Generation Pre-School Committee 1032514
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ORGANISATION DETAILS

Name	Young Generation Pre-School Committee
Address	Ashton Road Westwood Peterborough Cambridgeshire PE3 7ER

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

The Young Generations Pre-School was established in 1970. It operates from a classroom situated room within Highless Primary School and serves the local area. The Pre-School has sole use of this room.

There are currently 28 children on roll. These include 19 funded children all of whom are 3 year olds. The setting is not currently supporting any children with special educational needs or for whom English is an additional language. Although procedures are in place to enable them to do so.

The pre-school opens five days per week, with the exception of a Friday afternoon, term time only. Sessions are offered from 9:15am to 11:45am and 12:30pm to 3:00pm, A lunch time club is also available. Children are offered one session per day.

Most staff have or are working towards a recognised childcare qualification. The setting is a member of The Pre-School Learning Alliance and receive support from a pedagogical teacher and child care advisor from the Peterborough Sure Start Strategic Partnership.

How good is the Day Care?

The Young Generations Pre-School provides satisfactory care for children.

Staff are friendly and welcoming to parents and children. Most are suitably qualified or working towards a recognised qualification, although suitable person clearances are not in place for committee members who regularly work within the group. First Aid training has been identified for additional staff to ensure that a qualified first aider is available at all times. Effective use is made of the space available and children are able to move about freely which enables them to chose where they would like to play within the room.

Staff ensure that the premises are suitable for their use and take appropriate steps

to minimise any hazards. They are aware of children's dietary needs and provide a range of healthy snacks, however drinking water is not available to children at all times. Children are encouraged to be independent in their toileting and are reminded to wash their hands before snack and lunch times.

Staff interact well with the children, however the activities provided do not sufficiently stimulate the children and enable them to develop in all areas of learning. There is a varied selection of toys and resources available although opportunities for children to have free access these are limited. Staff demonstrate a positive attitude towards equal opportunities and positive images are displayed but not at children's height. Staff effectively manage children's behaviour. Good behaviour is valued and encouraged.

There is a good partnership with parents and carers. They are encouraged to play an active role within the pre-school and are verbally informed about their child on a daily basis. Most documentation is in place, although some policies and procedures have not been developed to meet the requirements of the National Standards and all required documentation is not kept on the premises.

What has improved since the last inspection?

At the last inspection the Pre-School agreed to develop the methods for recording medication to ensure that they met the requirements of the National Standards, this has been successfully addressed.

They were also asked to gain knowledge of the local Area Child Protection Committee Procedures, this has also been addressed and relevant documentation is in place.

What is being done well?

- Interaction between the staff and children is good. Staff are warm and friendly and children approach them with ease. Staff are calm and interact with the children appropriately.
- Staff ensure that the premises are suitable for use and take appropriate steps to minimise any hazards. Resources and equipment is sorted and cleaned on a regular basis.
- Children are encouraged to be independent in their toileting and staff remind children to wash their hands prior to snack.
- Children are provided with a healthy choice of snack and the opportunity to pour their own drinks.

What needs to be improved?

- clearance process for committee members.
- staff details will be stored on the premises.

- policies and procedures to include procedure for lost children and procedures to be followed in the event of an allegation against a member of staff
- recording of children's arrival and departure.
- planning to ensure that all children are provided with a broad range of activities appropriate to their age and stage of development.
- displays, posters and signs so that they are of children's height
- children's opportunity to access toys independently
- availability of drinking water

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

Since 1 April 2004 Ofsted has not received any complaints about this provider.

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 must take the following actions by the date shown

Std	Action	Date
1	Provide evidence of how you will ensure that all person's working within the group have satisfactory clearances.	30/11/2004
2	Provide evidence of how staff's details will be stored on the premises	30/11/2004

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	Ensure that the registration system show's children's exact times of arrival

	and departure
3	Devise a system of planning to ensure that all children are provided with a broad range of activities appropriate to their age and stage of development
3	Ensure displays, posters and signs are displayed at children's height
5	Increase children's opportunity to access toys independently
8	Ensure drinking water is available to children at all times
14	Ensure policies and procedures contain all necessary information

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 Young Generations Pre-School has significant weaknesses. It enables children to make generally good progress in personal, social and emotional development, mathematical, physical and creative development but there are significant weaknesses in the other two area's.

The quality of teaching has some significant weaknesses. Staff's limited knowledge of the early learning goals impedes their ability to enable children to make progress in all area's. A lack of daily planning means that all area's of learning are not covered. Focused activity sheets are used, however these are not understood by all staff and are not consistently implemented. Observations are made on the children, although it is unclear as to how these are used to inform future planning. Staff act as good role models, they have good relationships with the children and manage behaviour effectively. Procedures are in place to support children with special needs.

The leadership and management of the pre-school has significant weaknesses. The staff and committee have good relationships and communicate with each other verbally on a regular basis. However, system's are not in place to identify the settings strengths and weaknesses or monitor and evaluate the provision for nursery education and staff's training needs, as a result children are not able to make progress in all area's of the early learning goals.

The partnership with parents and carers is generally good. Staff have good relationships with parents, they communicate verbally on a daily basis. The pre-school prospectus provides information on the curriculum and parents are encourage to participate with the 'open house books'. However, parents are not informed of how they can be involved in their children's learning and formal information on their child's progress is limited.

What is being done well?

- Children's personal, social and emotional development is well fostered. Relationships between staff and children are good. Children are confident and communicate well with both staff and their peers.
- Staff make good use of impromptu activities. Children respond well to these activities and are eager to participate. The introduction of simple maths through spontaneous activities such as junk modelling demonstrates staff's good initiative skills

What needs to be improved?

- staff's knowledge of the early learning goals

- planning and the use of assessments of children
- leadership and management skills
- information provided for parents

What has improved since the last inspection?

The Young Generation Pre-School has made limited progress since the last inspection.

At the last inspection the pre-school were asked to develop the area of learning for mathematics. Progress has been made in this area, however planning still lacks some mathematical concepts and continued improvement is required.

They were also asked to encourage children's individual use of the book corner. The action plan produced as a result of this identifies area's of improvement however, little evidence of these were seen and this area requires further improvement.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are confident and friendly. They are developing good relationships with their peers and staff. Their behaviour is good, they are learning to share and take turns and are beginning to show sensitivity towards the needs of each other. They persevere at tasks that they are interested in and concentrate well. Staff are beginning to develop children's independence in their self care. Limited opportunities are provided for children to self select their own resources.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Significant Weaknesses
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Staff take time to listen to children and encourage them to take part in conversations. Children use speech well and act out imagined experiences in their play. Children enjoy looking at books and listening to stories on a one to one basis. There are limited planned and spontaneous activities for children to ascribe meaning to marks during play, link sounds to letters or to learn about and understand that print has meaning.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Staff make good use of spontaneous activities to encourage children to begin to use numbers they ask, how many windows on your house, what shape are they and how many car mats are out. They are learning about simple calculation through number songs and rhymes. However, through observation and planning evidence was lacking in activities which allow children to recognise numbers, sort, and match and begin to use mathematical language.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Significant Weaknesses
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Children enjoy building and constructing with junk modelling, resources such as glue and sellotape are provided. Some activities are offered for them to experience construction with materials such as duplo and stickle bricks. Evidence was lacking to show how children can investigate and explore how and why things happen. There are insufficient opportunities for children to regularly explore the use of everyday technology through limited access to resources.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children successfully use a range of small tools and equipment with increasing skill, as they butter their own toast, use scissors and glue spreaders. They move about freely and are beginning to show awareness for personal space when playing. Children participate in weekly PE activities and outdoor play, however these sessions are not always planned and opportunities to develop and extend children's physical skills are limited.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children enjoy exploring textures and take part in stimulating sensory activities such as shaving foam, cornflour and playdough. They are exploring 2 or 3 dimensional objects through junk modelling. They enjoy participating in role play activities to develop their imagination, the café is well equipped although not all materials and displays are at children's height. Children enjoy participating in music and enjoying singing action songs.	

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable but has some significant areas for improvement. Children's progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- Develop daily planning and staff's knowledge of the early learning goals to ensure that all area's of learning are covered on a regular basis. Ensure assessments of children are used to influence future planning
- Develop leadership and management skills to evaluate and monitor area's of weakness and identify staff training needs; implement strategies to improve area's of weakness identified.
- Develop information provided for parents to show how they can be involved in their children's learning.

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.