



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 130776

DfES Number:

INSPECTION DETAILS

Inspection Date 20/05/2003
Inspector Name Bridget Richardson

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Whiteway Pre-School
Setting Address Whiteway Lane
Rottingdean
Brighton
East Sussex
BN2 7HB

REGISTERED PROVIDER DETAILS

Name The Committee of Whiteway Pre-School

ORGANISATION DETAILS

Name Whiteway Pre-School
Address Whiteway Lane
Rottingdean
Brighton
East Sussex
BN2 7HB

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

Whiteway Pre-school opened in 1978. It is situated in the busy village of Rottingdean, close to Brighton. The pre-school is accommodated in the village community centre, premises which are shared with other community groups. It is run by a committee of parents. There are 39 children on roll aged between two and a half and five years. Most children live locally. There are 22 funded three year olds attending and six funded four year olds. All the funded children have English as their first language and two have been identified as having special educational needs. Six members of staff work with the children.

The pre-school is registered to care for 24 children under five and over two years. It is open from 9:00 to 13:00 Monday to Friday term time only. There have been no significant changes since the previous inspection. The pre school is supported by an advisory teacher who is employed by the local education authority and is a member of the Pre-school Learning Alliance.

How good is the Day Care?

The pre-school offers good quality care for children. They offer a clean, well maintained and child orientated environment where children feel secure. Staff develop very good relationships with children, and they are very happy and settled in the setting. Clear strategies are in place in most areas to ensure children's safety when attending the setting. All areas for promoting children's health are good.

The group have clear plans which relate to all areas of learning. The plans work well and meet the individual needs of the children attending. The group ensures that children are involved in a wide range of play opportunities both indoors and outdoors. This ensures that the group offers children first hand experiences and allows each child to develop to their full potential. The pre-school has consistent routines, which help children feel secure and look forward to their day.

The pre-school has good relationships with the parents. They share information about their children through different mediums to ensure parents are kept well

informed. All the relevant paperwork is well maintained and in place.

What has improved since the last inspection?

At the last inspection, the pre-school agreed to put in place a lost child policy and update their behaviour management policy and complaints procedure. Lost child policy is now in place and the behaviour management and complaints procedures have been updated.

What is being done well?

- Staff encourage children to be confident, independent and develop self esteem through activities available and positive interaction. (standard 3)
- Activities provided for children offer play opportunities and first hand experiences which allow children to develop their language and mathematical thinking and use their imagination and develop social relationships. (standard 3)
- Premises are clean, well maintained and child orientated with children's work, photos and posters displayed. (standard 4)
- Extensive range of suitable toys and play materials are available that provide stimulating activities for children. (standard 5)
- Staff act as positive role models in promoting good hygiene practices by encouraging children through discussion to take responsibility for themselves.(standard 7)
- Opportunities in place to ensure children can gain knowledge and understanding of the world around them. (standard 9)
- Children with special needs attending the setting have access alongside their peers to the facilities, activities and play opportunities provided. (standard 10)
- Adults handling of behaviour is consistent and respects children's level of understanding (standard 11)

What needs to be improved?

- evidence that staff have completed all vetting procedures. (standard 1)
- the organisation of staff at snack time to meet the needs of the children attending so that they are offered choices and develop independence. (standard 3)
- the system for managing access to the premises. (standard 6)
- hazards in the outside play area are made safe or inaccessible. (standard 6)

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.

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

How effective is the nursery education?

Whiteways Pre-school offers good quality provision which helps children to make generally good progress towards the early learning goals.

Teaching is very good. This is most consistently seen in the areas of personal, social and emotional development, communication, language and literacy, and mathematics. Staff use their clear knowledge and understanding of the 'stepping stones' towards the early learning goals, their observations and informative assessments, to effectively plan a stimulating and challenging range of practical indoor and outdoor activities. Each of the activities is well supported by a wide range of good quality learning resources and a high level of appropriate input from staff. Children behave well in response to high expectations, praise and good modelling by staff. Activities are well organised and managed, although snack times could be improved. Good displays stimulate children's interests.

There are currently two children attending the pre-school with special educational needs. Staff work sensitively alongside the Special Educational Needs Co-ordinator to help children who have special educational needs to participate in all activities at their own pace. Overall, effective planning consistently provides sufficient challenge for more able children.

Leadership and management is generally good. The staff team work closely together; responsibility for planning, teaching and assessing is shared and overseen by the management team. Professional development is valued and the group continues to undertake the Quality Assurance (QUILT) self assessment programme.

The partnership with parents and carers is generally good and contributes to children's progress towards the early learning goals and the children's sense of belonging. Parents are well informed about the pre-school's activities and routines. There are effective systems in place to ensure that information about their child's progress is shared.

What is being done well?

- Children's personal, social and emotional development is a strength. Children are confident, show curiosity and are enthusiastic learners. They are forming good relationships with other children and with adults.
- The programme for mathematics is very good and staff are skilled at introducing mathematical language and concepts throughout the day.
- Staff support children's play very well and skilfully use opportunities to extend their vocabulary. This helps children to learn to negotiate, to talk through their real and imagined experiences and to learn about their environment.
- Staff use their knowledge and understanding of the early learning goals, and

their effective observations and assessments of children, to plan a stimulating environment where children learn through a wide range of indoor and outdoor practical activities.

- Staff provide good support to children who have special educational needs, enabling the children to participate in all activities at their own level and to make generally good progress.

What needs to be improved?

- the organisation of snack time, (including toilet and hand washing) to ensure sufficient interest and challenge for all children.
- opportunities for children to use a variety of ICT equipment in everyday and planned activities.

What has improved since the last inspection?

The pre-school has made generally good progress since the last inspection. Following the last inspection the pre-school devised a Participation in Activities Record. This enables staff to systematically track each child's participation in each activity. Non participation can then be appropriately encouraged or the activity adapted to meet individual needs,

The pre-school appointed a Special Educational Needs Co-ordinator (SENCO), who has attended Stages 1 & 2 of the Code of Practice in Special Educational Needs training. The pre-school reviewed it's Special Educational Needs (SEN) policy and implements a staged approach to identifying and supporting children with special educational needs. As a result all children are supported well in their learning and development and parents are fully involved.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children's progress in personal, social and emotional development is very good. They show curiosity and are happy, enthusiastic learners. Children are confident and move around their environment purposefully. Behaviour is good and children are forming good friendships with other children and with adults. Most children persist for long periods of time at their chosen activity.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's progress towards the early learning goals in communication, language and literacy is very good. They show a love of books and stories and a growing interest in rhyming, sounds and words. They are beginning to recognise familiar words and to practice their emerging reading and writing skills in a variety of well planned play and role play situations. Children are becoming confident speakers and use their increasing vocabulary to negotiate, imagine and to retell experiences.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Most children make very good progress in mathematical development. They learn how to use numbers as labels and for counting and simple addition and subtraction in a variety of everyday situations and well planned activities. They are beginning to describe and compare shape, size and quantity accurately and to use and understand mathematical language such as 'more' or 'less', 'how many altogether' and 'number before'.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children make generally good progress in this area. They enjoy looking after living things and are developing a keen interest in the environment around them. Staff provide suitable activities and tools to help them explore and record their findings. A wide selection of books in everyday use, help children to learn about different cultures, languages and customs. Children use the computer and are learning basic skills, however opportunities to explore technology could be improved.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children's learning in this area is generally good. They move around indoors and outdoors with confidence and safety, showing a good awareness of space and others. Children are learning to handle simple tools such as pencils, scissors and magnifying glasses with increasing skills. They are developing fine control skills through a wide range of play materials such as 'small world' toys and construction sets. Children learn about health and hygiene in everyday and planned topic work.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children make generally good progress towards the early learning goals in creative development. Children use their imagination well in a variety of activities such as art, music and movement and role play. Staff support children's imagination well and introduce language that enables children to talk about their experiences and express their ideas.

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

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- children's awareness of technology around them and opportunities for children to explore and use a range of ICT equipment, for example programmable toys;
- the organisation of snack times, (including toilet and handwashing) so that all children are challenged at an appropriate level.

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.