



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 315253

DfES Number: 584620

INSPECTION DETAILS

Inspection Date	17/11/2004
Inspector Name	Nighat Ghani

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Tugboats Pre-School
Setting Address	Quays Community Centre 233 Thelwall New Road, Grappenhall Warrington Cheshire

REGISTERED PROVIDER DETAILS

Name	Committee of Tugboats Pre-School 1063584
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ORGANISATION DETAILS

Name	Committee of Tugboats Pre-School
Address	Quays Community Centre 233 Thelwall New Road, Grappenhall Warrington Cheshire WA4 2SQ

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

Tugboats pre-school opened in September 1997 and operates from a small community room with its own independent entrance within The Quays Community Centre in Grappenhall, South Warrington. A maximum of 24 children may attend the pre-school at any time. The pre-school opens each weekday from 09:15 to 11:45 and 12:00 to 14:30 for 37 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 52 children aged from 2 to under 5 years on roll. Of these 22 children receive funding for nursery education. Children come from the local area. The pre-school currently supports a number of children with special educational needs and children who speak English as an additional language.

The pre-school employs 6 staff. All the staff, including the manager hold appropriate early years qualifications.

How good is the Day Care?

Tugboats pre-school provides good quality care for children. A well-motivated staff team provide a warm and welcoming environment for children and organise space and resources to meet children's needs effectively. Very good relationships are developed with the children, who are happy and secure within the setting. All staff have good practical skills in caring for children and undertake regular training to improve and build on their skills. Records and documentation are up to date with one omission.

The staff have good awareness of safety and takes positive steps to promote safety within the pre-school. This includes carrying out regular risk assessments to minimise any hazard, which has been identified. Healthy and nutritious snack are provided. Children with special needs are fully integrated and well supported. All staff have undertaken first aid and child protection training.

The pre-school offers a very good range of activities both indoors and outdoors,

which help children progress in all areas of their development. However children cannot access toys freely. Children are knowledgeable and aware of the current theme on birds. They talk about different birds and create flamingo masks by using pink collage material. Staff systematically monitors children's progress to ensure children achieve their potential. Children are encouraged to behave well through positive praise and encouragement, which boosts their moral, and self esteem. Resources are in place that reflect positive images of diversity thus giving the children a positive view of the wider world around them.

Staff have good relationships with parents. Parents are kept well informed about daily activities through notices and displays. They receive daily feedback from their child's key worker regarding their child's progress. Parents make very positive comments regarding children's progress and the service provided.

What has improved since the last inspection?

At the last inspection there was one action raised and this was that fresh drinking water is available for children at all times. Fresh drinking water is now freely accessible for children which promotes their independence and encourages children to access and drink water when they are thirsty.

What is being done well?

- The organisation and deployment of the committed, well qualified, staff team is effective. Staff training needs are identified and there is a commitment to enable staff increase their knowledge and skills through further training.
- Staff plan activities and play opportunities in order to meet the children's individual needs. Risk assessments are completed ensuring children can play safely. Staff are aware of and can implement Health and Safety requirements. The children behave well and have formed good relationships with staff. Children are happy, confident and settled.
- Good use is made of space with clearly defined areas for play. Children play well with the wide range of good quality toys, resources, equipment and activities that are available throughout the day.
- Children who have been identified as having special educational needs are integrated well into the pre-school group. Extra support is offered by the special educational needs co-ordinator and all children are encouraged to work at their own pace and level with an appropriate level of staff support.
- Parents and carers form part of the management committee and are encouraged to help in the group on a rota basis. This enables them to become familiar with the routine of the playgroup and get to know the staff well.

What needs to be improved?

- the accurate recording of children's time of arrival and departure.

- the accessibility of toys to children.

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.)

There are no complaint to report.

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
2	Keep an accurate record of children's times of arrival and departure.
5	Ensure toys are freely accessible for children.

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

How effective is the nursery education?

Tugboats Pre-School provides high quality provision overall which enables children to make very good progress towards the early learning goals.

The quality of teaching is very good. Staff's secure knowledge and understanding of the Foundation Stage has a positive effect on children's learning. They interact well with the children, explain activities clearly and question effectively. Teaching is adapted to meet the needs of the group and individual child, particularly in language and literacy. There is a good balance of adult-led and child initiated activities. Staff group children appropriately for activities and deploy themselves well. They know the children well and make regular detailed assessments, which are used to influence their planning. They are clear about the objectives they are going to achieve from a particular activity, though some opportunities for children to access books independently and investigate are missed. Staff evaluate activities and comments are made which will build on children's experiences. They are calm and confident in their management of children; they have high expectations for children's behaviour and manners and provide effective role models for sensitive social interactions.

The leadership and management of the pre-school is very good. The strong leadership and management significantly enhance the staff's ability to provide good quality learning opportunities to children. The monitoring of the provision takes place both informally and formally, through daily discussions and meetings. Following appraisal training, management is in the process of devising a new appraisal system, which will effectively to identify staff's training needs.

Partnership with parents is very good. Parents speak highly of the staff and of the provision made for their children. They are given full information about the setting in a prospectus, which includes aims, rules and regulations.

What is being done well?

- When the session is coming to an end the staff give a 'five minutes warning' reminding the children to complete their work or start to tidy away equipment. Meanwhile staff deploy themselves effectively to receive the children in the book corner ready for a story or singing.
- Staff place good emphasis on number work which encourages children to count to ten and beyond. Children count themselves in at register time by choosing a large threading bead to represent them. They are excellent at describing the shape and colour of a bead they have selected such as cylinder, cube, triangle and pentagon.
- Children use their excellent knowledge of numbers in solving practical problem when playing with 'small world' toys as they discover how many

'cars' they have altogether if there are two outside the 'garage' and two inside.

- Children enthusiastically take part in good role-play in a well-equipped home corner, which has dual identities one side representing a post office and the other side representing a house with a kitchen. Children write letters in the home corner and go to the post office to post them in the post box they have created. Staff support the children's imaginative play in the post office well, encouraging children to buy stamps for their letters and get their parcels weighed before posting.

What needs to be improved?

- the children's free access to books
- the availability of resources so that children can experiment, explore and investigate to see how and why things happen.

What has improved since the last inspection?

At the last inspection there were three key issues raised. The first one was to allow children regular opportunities to write their own names or make their mark particularly on paintings, drawings and models on display in the pre-school group. Older children are confident in writing their own names and younger children make their marks on each piece of work they complete.

The second key issue was to give parents and carers more information regarding educational provision. At the moment, parents prospectus contains information regarding the educational provision and this is also displayed on a parents board outside the pre-school room.

The third key issue was to ensure that all parents are aware of the progress their children are making. The pre-school group operates a key worker system. Each key worker ensures that information is exchanged with parents regularly, and they are also encouraged to access their child's assessment file to see how their child is progressing.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are confident, motivated and independent and they concentrate well on their chosen activities. They co-operate and negotiate well and relationships within the group are very good. Children are secure in knowing the routine of each session. Children are aware of right and wrong and they respond well to staff's requests and instructions. They are well behaved and polite to each other and staff. Children develop independence and initiative in their personal hygiene and toileting.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children are confident and very good communicators. Children are encouraged to talk about their experiences each day and their listening skills are well fostered. They display a good vocabulary as they explain and describe their activities. Older children are confident at sounding out letters and recognise their own names in various ways around the setting for example their names written on the work displayed. They confidently carry out instructions and enjoy conveying messages to others.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children are provided with lots of opportunities to count as they play and many are able to count beyond ten. They describe shapes such as cylinder, cube, pentagon and triangle. They match, compare and use mathematical language such as 'more' or 'less'. Through singing nursery rhymes for example 'ten fat sausages' the children learn to calculate how many are left each time one pops out. Good use of construction help children to learn about shapes and their arrangement.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children are keen to explore a range of real and man made objects. As part of the routine they make play dough learning how the ingredients change when mixed together. They have good opportunities to learn about growing things through well planned activities such as dipping a white carnation in red water and observing what happens to it over time. They learn about their local environment by going on visits and members of the community such as fireman are invited in to talk to children.

PHYSICAL DEVELOPMENT	
Judgement:	Very Good
Children move around the setting safely and with increasing control. There are plenty of opportunities which promote both large and small muscle movements. Children have good co-ordination as they climb, balance, run, hop, and their fine manipulative skills are well developed as they handle a variety of craft tools, scissors, pencil and construction toys. Staff talk about the importance of staying and eating healthy during meal time.	

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children are able to respond to their senses and express themselves imaginatively, using a variety of media to paint, draw, make collage, models and puppets. They imaginatively use the role-play area with one section converted into a post office. Children explore sound using a broad range of musical instruments. They enjoy singing and interpret the movements of different birds well; they stand on one leg and pretend to sleep like a flamingo and fly like an eagle.	

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no key issues to report but consideration must be given to the following:
- Encourage the children to access books freely
- Extend resources so that children can experiment, explore and investigate to see how and why things happen.

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.