



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 127950

DfES Number: 546141

INSPECTION DETAILS

Inspection Date 20/01/2005
Inspector Name Gail Groves

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Hunsdon Ducklings
Setting Address The Porta Cabin
Hunsdon JMI School
Hunsdon
Hertfordshire
SG12 8NT

REGISTERED PROVIDER DETAILS

Name The Committee of Hunsdon Ducklings

ORGANISATION DETAILS

Name Hunsdon Ducklings
Address Hunsdon JMI School
Hunsdon High Street
Hunsdon
Hertfordshire
SG12 8NT

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

Hunsdon Ducklings Pre-school opened in 1995 and has sole use of a portacabin sited in the grounds of Hunsdon JMI school. It is situated in the small village of Hunsdon near Stanstead Abbots, Hertfordshire. A maximum of 12 children may attend the pre-school at any one time. The group is open each weekday from 09.00 to 12.00 during school term times and in addition offers a Lunch Club on Mondays and Wednesdays from 12.00 to 12.45. The children share access to the school playground.

There are currently 17 children from 2 to under 4 years on roll. Of these 12 children receive funding for nursery education. Children attending the group come from the local area.

The pre-school employs five staff. Three of the staff hold appropriate early years qualifications. One member of staff is working towards a recognised early years qualification and the manager and her deputy are working towards increasing the present level of their qualifications. The group receives support from a teacher from Hunsdon school.

How good is the Day Care?

Hunsdon Ducklings Pre-school provides satisfactory care for children. The environment is bright, attractive and stimulating and space is well organised to meet children's needs. The staff team work well together and most training is regularly updated. The group provide a wide range of age appropriate resources and staff plan some interesting activities to encourage children's progress. There is a clear and comprehensive operational plan in place which is supported by most of the necessary policies and procedures.

Staff are aware of children's allergies and food requirements and there are systems in place to keep children safe. Snack times are used as social occasions in which adults interact with children to encourage politeness, turn taking and communication skills. Health and hygiene routines are good and are consistently carried out. Current

first aid certificates are held by all members of staff. The group has recently begun to carry out some formal risk assessments to ensure that any safety issues are addressed.

Staff spend a lot of time interacting with the children and encourage their development both through talking with them and by listening carefully to what they have to say. They are aware of and help to meet children's differing needs by supporting and developing their self-esteem and encouraging their social skills and interaction with each other. Good behaviour is valued and reinforced through a variety of age appropriate strategies which are consistently applied by all staff. Consequently children behave well.

Partnership with parents is good and staff are friendly, welcoming and supportive. Parental views are regularly sought via questionnaires and these are then used to improve provision. Newsletters inform parents of planned topics and they are encouraged to send in related items of interest for discussion. Throughout the group confidentiality is regarded as paramount and is consistently maintained.

What has improved since the last inspection?

At the last inspection the group agreed to amend their complaints procedure and their Child Protection policy and to include within their fire drills the ability to review the procedure regularly. They have now included Ofsted's contact details within the complaints procedure, the Child Protection policy has been reviewed and now has regard to local Area Child Protection Committee procedures, and written observations are made after every fire drill which review the efficiency of the procedure.

The group also agreed to provide evidence of the vetting procedures for staff and to prepare an action plan showing how the group could meet the requirement for the person in charge to hold a level 3 qualification. All staff now either hold or are in the process of obtaining enhanced CRB disclosures and the manager is about to complete an NVQ level 3 qualification.

What is being done well?

- There are high levels of interaction between the staff and children at all times. Children are encouraged to extend their concentration and involvement by the careful intervention in their play of adults who talk and listen to them, ask questions to make them think and who praise and encourage them. In this way activities and play opportunities are used to support and extend children's intellectual, language, social and emotional development. As a result, children are confident, interested and communicative learners.
- Children are supported by adults who praise, encourage and value their good behaviour. The group have behaviour management strategies in place which are clearly understood and consistently implemented by all staff. Undesirable behaviour is dealt with calmly and children are given explanations and reasons appropriate to their age and stage of development when asked by

staff to modify their behaviour. They behave well not only because they are given good role models but also because they know and understand what is expected of them.

- Children's individual needs are clearly recognised and addressed. Staff know the children and their families well and are careful to support and meet their differing needs whilst also ensuring that all children are given equality of opportunity. Differences are acknowledged and valued throughout the group's selection of resources and because staff regularly plan themes and topics such as Chinese New Year, Easter, Divali and Christmas, children have many opportunities to experience cultural diversity.
- The staff offer a warm, welcoming and colourful environment for both parents and children. They use children's art work to create attractive and stimulating wall and ceiling displays and cleverly achieve the full potential of the limited space within the room to provide well defined areas for different types of activities and play. Children can therefore access and use activities and resources safely and confidently.

What needs to be improved?

- the written procedure for lost children
- the frequency of regular risk assessments of the premises
- the knowledge and understanding of Child Protection issues and procedures.

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 complaints to report.

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
2	Include a procedure to be followed for lost children within the present procedure for uncollected children.	10/02/2005

The Registered Person should have regard to the following recommendations by the time of the next inspection	
Std	Recommendation
6	Ensure frequent risk assessments are carried out for both the inside and outside provision.
13	Develop staff's knowledge and understanding of child protection issues and procedures.

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 Hunsdon Ducklings is of good quality overall. Children are making very good progress towards the early learning goals in Personal, Social and Emotional Development, Mathematical Development and Knowledge and Understanding of the World and generally good progress in all other areas of learning.

The quality of teaching is generally good. Staff plan activities for children in the six areas of learning, although there is a limited range planned in the areas of physical and creative development. They interact well with children, taking opportunities to extend their play and engage them in conversation. They use questions effectively to encourage children's thinking and challenge children, helping to develop their skills in literacy and mathematics. Resources are rotated during the session to provide more choice and staff maintain a calm, busy atmosphere. They make observations on children's progress towards the early learning goals, although records are not linked appropriately to stepping stones.

The leadership and management of the pre-school is generally good. The leader is committed to improving the educational provision for all children and is actively involved in developing new ideas. All staff are appraised regularly and further training is encouraged. The leader has developed strong links with the qualified teacher and this is helpful in monitoring the education programme. She is working together with her deputy to develop the paperwork associated with planning and assessment.

The partnership with parents and carers is generally good. Parents receive information about the educational provision and weekly topics. They are encouraged to be involved through helping out at the pre-school and sharing their interests with the children. They appreciate the friendly approach of staff and their availability to talk. Staff are developing a system whereby parents can be given more information about their children's progress.

What is being done well?

- Children are very confident when speaking to others. They are co-operative and willingly help out. They are particularly proud when awarded a smiley-face stamp for their achievements.
- Children are developing good number skills. They enjoy using computer programmes which involve counting and matching numbers. They join in number games and help make displays representing number rhymes.
- Children are finding out about different cultures and countries. They take part in creative activities associated with various festivals. They enjoy imaginative play in different kinds of cultural play settings.

What needs to be improved?
<ul style="list-style-type: none">● the range of activities planned in the areas of physical and creative development● the records used for the assessment of children's progress● further opportunities for children to explore sound in music and songs

What has improved since the last inspection?
Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested in the activities on offer. They persevere at difficult tasks and concentrate well. They have good relationships with each other and also with adults, responding quickly to any given instructions. Their behaviour is good and they wait patiently when taking turns. They are able to choose activities independently. Children show a strong sense of belonging and are confident. They join in with the local school for special events, such as Sports Day and Harvest Festival.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children enjoy listening to stories and respond well to questions. They express their own ideas and are using an increasing range of vocabulary. They particularly like to share books with each other, talking about the pictures. They are able to recognise the shapes and sounds of various letters of the alphabet and are beginning to recognise familiar words. Children draw shapes using pencils and paper but do not always have the opportunity to explore mark-making in different ways.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are given many opportunities to count objects. They count with confidence up to 10 and beyond. They are becoming aware of combining groups of numbers when using the abacus at register time to calculate how many people are present. They complete jigsaw puzzles skilfully, fitting and matching shapes carefully. They recognise the numerals 1 to 9 and enjoy spotting numerals and counting pictures in number books. They are becoming aware of language associated with shape and position.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children explore living things in the school grounds, and village, and plant their own seeds. They are encouraged to talk about how objects look and feel. They enjoy constructing models using different kinds of bricks. They are developing skills for using the computer. When talking about family events at group times, such as birthdays and meals, they are gaining a sense of time. Children are taken on outings to farms and zoos. They meet fire fighters and police and learn about different cultures.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children enjoy running freely around line markings in the school playground and negotiate space well when riding on bikes and in cars. They take part in activities using bats and balls. However, they have a limited choice of outdoor activities for developing their physical skills. When indoors they play carefully in the space available. They join in a weekly music and movement session. They are developing good manipulative skills using equipment such as needles, scissors and playdough cutters.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children learn about colour, shape and texture in a range of activities, although they do not always have the chance to explore further. They draw and paint freely, expressing their own ideas. They are beginning to use their senses when investigating cornflour, jelly and spaghetti. They enjoy dressing up and taking part in imaginative play using a variety of props. They make musical instruments and learn some songs. However, there are limited opportunities to explore and enjoy music and singing.

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

- plan a wider range of activities in the areas of physical and creative development to ensure plenty of choice for children
- extend the records of assessment so that they link to the stepping stones of the early learning goals
- provide more opportunities for children to explore sound in music and songs

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.