



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 109939

DfES Number: 515331

INSPECTION DETAILS

Inspection Date 22/06/2004
Inspector Name Jenny Scarlett

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name HARROW WAY PRE-SCHOOL GROUP
Setting Address Harrow Way Community School
Harrow Way
Andover
Hampshire
SP10 3RH

REGISTERED PROVIDER DETAILS

Name The Committee of HARROW WAY PRE-SCHOOL

ORGANISATION DETAILS

Name HARROW WAY PRE-SCHOOL
Address Harrow Way Community School
Harrow Way
Andover
Hampshire
SP10 3RH

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

Harrow Way Pre-School opened in 1977. It operates from the Community building in Harrow Way Community School in the town of Andover. The pre-school have access to one room and a large fully enclosed out door area. The pre-school serves a wide geographical area.

There are currently 55 children on role. This includes 22 funded three and 28 funded four-year-olds. Children attend a variety of sessions a week. There are currently no children attending with special needs or who speak English as an additional language.

The pre-school opens five days a week during school term times. Sessions are from 09:10 to 12:00 and 12:30 to 15:30 Monday, Wednesday, Thursday and Friday and 09:10 to 12:00 on Tuesday.

Six staff members are employed to work with the children. Two have Early Years qualifications to NVQ level 2 or 3. Three staff members are currently working towards a recognised early years qualification. The setting receives support from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Harrow Way Pre-School offers good quality care for children. Staff develop good relationships with the children and parents. The staff team are committed to updating their childcare skills and knowledge with regular training. The supervisor and host school provides good support to the staff and show a sound knowledge of the requirements for registration and the National Standards for Sessional Day Care. All documentation is in place, however the behaviour policy lacks some detail to recognise the positive ways in which staff support each other.

Staff give high priority to ensuring the safety of the children and consistently carry out procedures detailed in the policies. Procedures for child protection are detailed and fully understood however lack of local training inhibits staff putting procedures

into practice confidently. Good hygiene is promoted and the children are encouraged to become independent in their personal care. A good range of healthy snacks are offered and staff foster the children's independence appropriately. Children develop confidence and are secure in their environment.

The staff ensure the children have access to a wide range of interesting and stimulating activities with a well planned curriculum to promote and enhance the children's play and learning, both indoors and outdoors. Staff are caring and sensitive to the children's needs and children's behaviour is well managed.

The staff have good relationships with parents. The parents support the pre-school and liaise with staff daily. Children's progress records are clearly recorded and shared with parents. Parents receive good quality information relating to the setting, its policies and curriculum.

What has improved since the last inspection?

Not applicable.

What is being done well?

- The pre-school provides an effective play and learning environment for the children indoors and out. Staff plan first hand experiences that enable children to make choices as they develop their skills, knowledge and understanding. They support the children's care learning and play well with a good range of activities that take place indoors and out. The environment is safe and secure and space is well organised and used appropriately to promote the children's development.
- Staff demonstrate a clear understanding of their roles and responsibilities. Relevant induction procedures and opportunities to receive further training help staff develop their skills in organising provision that meets the children's needs.
- All children's work and achievements are valued. Their work is sympathetically displayed in all areas of the pre-school. The room and play areas, indoors and outdoors are well prepared and activities well presented to the children, encouraging their confidence to select play materials from a good range of resources.
- Staff are vigilant of the children's safety. They demonstrate an awareness of children's developing abilities which helps to ensure appropriate safety measures are in place.

What needs to be improved?

- development of policy relating to behaviour and provision of child protection training for more staff.

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
13	Develop staff's knowledge and understanding of child protection issues.

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

How effective is the nursery education?

Harrow Way Pre-school provision is acceptable and is of high quality. Children are making very good progress towards all of the early learning goals.

The quality of teaching is very good, with staff demonstrating sound knowledge of the stepping stones. The strengths in personal social and emotional development are due to the interaction from staff, engaging the children in suitable activities and nurturing their self esteem. Staff use good consolidation techniques through repetition questions and revisiting topics and activities to enhance the children's learning. The accommodation and resources are used well to support the children's learning. Planning of the curriculum is effective and covers the early learning goals and the stepping stones. The observations and assessments systems are currently being reviewed. The assessments are clearly recorded and show children's progress and development although do not consistently include what needs to be included in the next steps of learning. There are effective systems in place to provide good support for children with special needs.

Leadership and management is very good. There is very good support from the management committee and the host school. The supervisor is new in post, although has worked at the pre-school for a number of years, and is adjusting to the new role. A well structured management system and a shared understanding and commitment to early years is clearly visible. The supervisor knows the staff well and utilises their individual strengths and skills within the pre-school. Staff work well as a team with clearly defined roles.

Partnership with parents is very good. Parents are well informed about the pre-school its routines, activities and curriculum with good opportunities to speak to staff on a daily basis. Good quality written information about the provision is made available for all parents.

What is being done well?

- Staff's sound knowledge of the early learning goals leads to well planned activities for the three and four-year-olds, which engage and sustain the children's interests. Staff set challenges for children that increase their thinking and skills with practical first hand experiences to explore and investigate.
- Staff use good consolidation techniques through repetition questions and revisiting topics and activities to enhance the children's learning.
- The accommodation and resources are used well to support the children's learning. Staff set challenges for children that increase their thinking and skills with practical first hand experiences to explore and investigate.

- Children's personal social and emotional development is very good. They are confident, interested and able to work on their own. Their behaviour is well managed due to the clear expectations of staff.
- The very good relationships between the staff, management committee and the host school. The opportunities for the children to experience worthwhile activities with years seven - nine, for example library time and mask making, help to progress the children's learning.

What needs to be improved?

- develop a consistent assessment of where the children are in their learning so that staff can move them onto the next stage
- planning to enable all practitioners to make best use of activities
- provide time for children to complete and finish an activity before changes in the session occur.

What has improved since the last inspection?

There were no key issues raised from the previous inspection but consideration to improve the good practise.

A more comprehensive assessment system has been introduced with children's progress being monitored and recorded termly. Staff have implemented effective measures for snap shot recording and monitoring observations of the children which are then transferred to their profiles. The staff use the children's profiles to plan the next steps in their learning through regular discussions and meetings although the discussions are not always recorded..

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children show good concentration skills and express their needs confidently such as drawing pictures and using the castle. Their independence is encouraged by staff who allow the children to extend and direct their own activities. Children are sensitive to the needs of others, they share toys and resources, readily take turns and co-operate with each other for example helping each other with their shoes. Children are praised in their work and play helping build their self-esteem and confidence.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children interact and talk with each other and adults confidently. They readily invite and include staff in their play and activities. Children use language well to negotiate and express their ideas with each other and adults. Their spoken language and writing skills are developing well as a result of the good range of planned and spontaneous activities. There are good opportunities for the children to practise emergent writing and to recognise and write their own names.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count confidently up to and beyond ten and many recognise numbers up to nine. They learn to use numbers in everyday situations and show that they understand size and shape through practical activities. There are good opportunities to extend the children's understanding of matching and comparing. The children join in counting rhymes and songs enthusiastically. There are good practical activities to begin to solve problems such as design and building and junk modelling.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children experience a good range of activities to explore and investigate for example painting the shed with coloured water and brushes and washing cars. They make and construct transport models from a range of recycled materials. Children talk confidently about themselves and share personal events in their home lives. There are good opportunities to develop the children's confidence in the use of technology and children experiment with a varied range of information technology equipment.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are provided with good challenges to develop their physical skills for example balancing and manoeuvring bikes and trikes around obstacle courses. Staff are on hand to give support and encourage new skills such as catching the ball. The children are taught to handle and control small objects such as dice, pens, brushes and scissors to develop their small manipulative and muscle skills. They show confidence in their personal care and show an awareness of basic hygiene.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children participate enthusiastically in music sessions, using their imagination as they act out songs and sing loudly and softly. They tap and clap to rhythm and record their own singing. Children draw freely and paint in many ways with a good range of resources. They show their imagination well as they play in the "garage, washing cars and organise the customers in the reception". Their imaginative play outdoors is challenged effectively providing good opportunities develop their own ideas.

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 significant weaknesses to report, but consideration should be given to improving the following:-
- planning, to enable all practitioners to make the best of activities.
- allow time for the children to finish and complete an activity before changes in the session occur.

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.