



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 219988

DfES Number: 513589

INSPECTION DETAILS

Inspection Date	06/07/2004
Inspector Name	Christina Downey

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Addingtons Pre-School
Setting Address	The Memorial Hall Woodford Road, Great Addington Kettering Northamptonshire NN14 4BS

REGISTERED PROVIDER DETAILS

Name	Addingtons Pre School 1027888
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ORGANISATION DETAILS

Name	Addingtons Pre School
Address	The Memorial Hall Woodford Road, Great Addington Kettering Northamptonshire NN14 4BS

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 Addingtons Pre-school was first established in 1978. It is a committee run group and operates from the village hall in Great Addington. The accommodation consists of a large central hall and a gated outdoor playground. Sessions are offered Monday to Thursdays from 09.15 to 11.45 during school term times.

There are 20 children on roll at present, aged between two and five, who mainly come from the surrounding villages and are representative of the rural population of the area. Seven of the children currently attending are funded four-year-olds and seven are funded three-year-olds. The pre-school caters for children with special needs but there are no children attending who are learning to speak English as an additional language.

There are six members of staff in total who work a variety of shifts over the week. Three of them hold appropriate early years qualifications. The group is a member of the Pre-school Learning Alliance and is in receipt of support from Northamptonshire Early Years Development and Childcare Partnership advisory team.

How good is the Day Care?

The Addingtons Pre-school provides good quality care for children. The staff take time each day to set up the hall to create a warm and welcoming environment for children and their parents. They organise a stimulating range of activities and the hall is made bright and cheerful with posters and attractive displays of children's work. The high staff ratios and relaxed approach enable the children to feel safe and secure, and care is taken to settle children into the group confidently

Children obviously enjoy their time in the group; they take part in the varied activities with interest, and have opportunities to choose their own resources. Good attention is given to meeting children's individual needs and including them equally in all activities. Staff also act as very positive role models and successfully encourage children's good behaviour.

Procedures are in place throughout to help ensure children's safety and well being. The group conducts regular risk assessments to make sure the premises and equipment are safe. Supervision is good and the premises are secure. Documentation is well organised and underpins the good practice. All accident and medication records are in place and staff have a sound understanding of child protection issues. Children's good health is successfully supported through careful attention to hygiene and cleanliness. Healthy snacks are provided, fresh drinking water is always available and careful attention is given to meeting any dietary needs.

The strong staff team maintains good relationships with children and their parents. They provide parents with useful introductory information and send out regular newsletters, but too little detail about some other aspects of the organisation of the group is yet available. Staff and committee members work well together and successfully maintain high standards.

What has improved since the last inspection?

At the last inspection the playgroup agreed to four actions which have been satisfactorily addressed and contribute to children's overall welfare and safety. Procedures are in place to help ensure children are cared for safely on outings, and parents are now aware of what will happen if they are unable to collect their child. Appropriate permissions have been obtained to help ensure children's good health is safeguarded and new staff receive induction training in child protection and health and safety.

What is being done well?

- Children's introduction to the group is carefully and sensitively managed. They settle in confidently and their sense of security and self-esteem is promoted well.
- Staff have a very calm and composed approach to their work. Children respond positively to the resulting unhurried atmosphere, approaching new activities confidently and learning to adapt and control their own behaviour.
- Very good attention is given to ensuring children are cared for safely. High adult:child ratios are consistently maintained and the children are carefully supervised at all times, including during outdoor play and on outings.
- Considerable time and effort is put into providing a wide range of interesting and attractive activities and resources every day, even though everything has to be packed away at the end of the session. Large apparatus and outdoor play is made available each day and children are able to be active for good lengths of time.

What needs to be improved?

- the amount of information provided for parents about the overall organisation of the provision.

Outcome of the inspection
Good

CONDITIONS OF REGISTRATION
<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
<i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i>

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	Continue to develop the Operational Plan and make it available to parents.

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

How effective is the nursery education?

The Addingtons Pre-school provides a friendly and welcoming learning environment where children feel happy and secure. In this happy atmosphere the children develop confidence and a positive disposition to learning. They are making generally good progress towards the early learning goals.

The quality of the teaching is generally good. The staff are rapidly developing their understanding of the stepping stones and provide many interesting and worthwhile activities. They recognise that children learn best through practical experiences and these are carefully planned to cover all six areas of learning everyday, although they do not always enable children to choose their own resources or work independently. Children work successfully in both small and large groups but four-year-olds are not always sufficiently challenged to extend their thinking or find things out for themselves. Relationships throughout the group are good and staff respond well to individual children, involving them all in activities equally and promoting good behaviour effectively. Regular observations are made of children's achievements and staff are aware that these need to be used to inform future planning.

The partnership with parents and carers is generally good. Parents are very supportive of the group and receive useful amounts of information about their children's progress in twice-yearly written reports. However, they do not yet contribute fully to the assessment process nor are they sufficiently encouraged to become involved in their children's learning.

Leadership and management is generally good. The staff team share common aims and have a positive attitude to training. Management of resources is good and more formal systems for monitoring the quality of the provision are being developed.

What is being done well?

- Relationships in the group are very good. Children grow in confidence in the calm and friendly atmosphere; they develop good social skills and work successfully in groups. This results in them having a positive view of themselves as learners and approaching new activities with interest.
- Children's imaginative play is good. They use resources in a variety of ways to support their current interests and successfully engage in role-play in small groups both indoors and outside. They act out short narratives based on their own first-hand experiences and maintain involvement with small-world scenarios for good lengths of time.
- Spoken language development is a strength of the group. The children communicate confidently, and competently use language in imaginative contexts as well as to negotiate, question and explain.

What needs to be improved?

- the variety of ways used to encourage parents to be more involved in their children's learning and to contribute to the assessment records
- the links between planning, and observation and assessment to ensure that activities provided build on all children's current achievements and provide sufficient challenge for four-year-olds
- the level of choice over tools and resources, and opportunities for all children to operate more independently and creatively.

What has improved since the last inspection?

After the last inspection the playgroup was required to improve planning to ensure children are offered sufficient challenge, to increase children's awareness of letter sounds and shapes and to make them more aware of the changes that take place to their body after physical exercise.

Children now have a sound awareness of the initial letter shape and sound of a wide range of familiar words including their own names. They are able to identify how their heart rate increases and that they feel hotter after exercise. Planning is successful in providing a wide range of interesting activities and a balanced curriculum but there is still some lack of challenge for older children.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are happy and confident and develop a good sense of belonging to the group. They have a very positive approach to new experiences and work with interest at self-chosen activities during free play. Children relate well to each other and the staff, learn to take turns, and develop friendship groups. Their behaviour is good, but they are not always able to operate independently or choose their own resources.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children communicate confidently, and talk with interest about their activities in the group. They use language imaginatively to sustain their play and successfully negotiate roles in small groups. They learn some new words linked to current topics and listen with interest to a range of stories. By referring to their name cards children become familiar with letter sounds and shapes. They begin to learn about the different purposes of writing through role-play as they 'post' each other letters.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children develop sound basic skills. They count how many are present and record the result with reference to the number line. They talk successfully about larger numbers, for example whilst cooking. They use an interesting range of equipment in practical situations, but some activities offer limited challenge to older children. They are beginning to learn about measurement of length, weight and capacity. They accurately name different shapes and use small-scale construction sets confidently.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children experience a useful range of model making techniques but do not often work to their own design with a widening range of tools or materials. They explore some interesting materials, and observe changes in state as they cook biscuits and make their own playdough. They operate simple equipment such as tape recorders and have a satisfactory awareness of cultural differences. Local walks and visitors to the group introduce them to features of their environment and the wider world.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children use large apparatus daily and continue to develop their skills as they climb, balance, run, pedal, and throw and catch. They negotiate space well and change direction successfully when moving at higher speed in the playground. They have a sound awareness of a range of healthy practices. Children's manipulative skills are generally good and they show increasing control as they work with writing implements, construction sets and tools such as knives and scissors.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children work with an interesting range of textures and materials, and learn some useful techniques such as folding and printing, but they are not always able to extend these experiences into their own expressive work. They do, however, engage in some good, sustained imaginative play, both indoors and outside, and work most cooperatively in small groups. Children listen to different types of music, make their own simple instruments and confidently sing a range of songs.	

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

- continue to improve the links between planning, and observation and assessment to ensure that activities are challenging and relevant to individual children's interests and learning needs
- provide more scope for children to operate independently and to choose between a wider range of tools and resources
- develop the partnership with parents and carers by providing more opportunities for them to be involved with their child's learning and to contribute to the observation and assessment process.

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.