



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 220107

DfES Number: 581562

INSPECTION DETAILS

Inspection Date	23/06/2004
Inspector Name	Ann Austen

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Standens Barn Pre-School
Setting Address	Community Centre Topwell Court, Standens Barn Northampton Northamptonshire NN3 9TW

REGISTERED PROVIDER DETAILS

Name	Northampton Pre School Group
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ORGANISATION DETAILS

Name	Northampton Pre School Group
Address	79 Oleander Crescent Northampton Northamptonshire NN3 8QP

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

Standens Barn Pre School opened in 1993. It operates from Standens Barn Community Centre. The pre school is registered to care for 27 children and serves the local community.

There are currently 36 children from 2 to under 5 on the register. This includes 22 funded three-year-olds and 11 funded four-year-olds. Children attend a variety of sessions. Staff are able to support children who have special needs and children who speak English as an additional language.

The group opens five days a week during school term only. Sessions are from 09:00 until 12:00.

Eight part time staff work with the children. Two have early years qualifications. The setting receives support from Early Years Development and Childcare Partnership.

How good is the Day Care?

Standens Barn Pre School provides satisfactory care for children. The physical environment is suitable for its purpose. Play areas are large enough to give scope for free movement and activities are well spread out enabling children to explore through play. Furniture, equipment and toys are appropriate for the ages and individual needs of the children. Generally space, resources and staff are organised to meet the children's needs effectively. Most records, policies and procedures are in place to support the safety, care and well being of the children.

Generally staff promote safety and are aware of potential hazards. There are clearly defined procedures for the emergency evacuation of the building in the event of a fire. The staffs' knowledge of child protection procedures is limited. Good health and hygiene practices are maintained in order to prevent the spread of infection. Children are encouraged to learn about personal hygiene through daily routines.

Staff plan and provide activities and play opportunities to develop children's overall

development. However observations of what children can do are not consistently used to plan the next steps for children's play learning and development. Staff build positive relationships with children, they reassure, encourage and praise what the children do well. This has a positive effect on children's confidence and self esteem. Behaviour is generally good, staff help the children to learn what is right and wrong.

Parents receive a welcome leaflet about the setting and are able to read the policies and procedures. Information is exchanged to ensure that parental views are respected and the individual needs are met. Parents report positively about the setting.

What has improved since the last inspection?

At the last inspection the management agreed to complete five actions. Written statements have been developed on behaviour management and child protection. These help to ensure the effective and safe management of the provision. However the staffs' knowledge of child protection procedures is limited. Management and staff now conduct regular risk assessments. This ensures that hazards to children on the premises, both inside and outside, are minimised. The registration system has been developed to ensure that the children's attendance is clearly recorded. A named deputy is in place however due to staff changes within the group the deputy is currently acting as the supervisor.

What is being done well?

- Staff build positive relationships with the children, they give appropriate reassurance, encouragement and praise. This develops children's confidence and self esteem.
- Health and safety practices are maintained in order to prevent the spread of infection. Children are encouraged to learn about personal hygiene through daily routines.
- A good range of furniture, equipment and toys, create an accessible and stimulating environment for children.

What needs to be improved?

- staff qualifications, by ensuring that the supervisor holds a level 3 qualification and at least half of all childcare staff hold a level 2 qualification in childcare
- staff deployment, to ensure the welfare and development of the children
- the use of observations to plan the next steps for the children's play, learning and development
- procedures, by ensuring that a procedure is in place in the event of a parent failing to collect their child or a child being lost
- staff knowledge of child protection issues.

Outcome of the inspection
Satisfactory

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 must take the following actions by the date shown		
Std	Action	Date
14	Ensure that a procedure is in place in the event of a parent failing to collect their child or a child being lost.	23/07/2004

The Registered Person should have regard to the following recommendations by the time of the next inspection	
Std	Recommendation
2	Make sure that staff are deployed effectively to ensure the welfare and development of the children.
2	Develop and implement an action plan that sets out how the supervisor will achieve a level 3 qualification and how at least half of all childcare staff will hold a level 2 qualification in childcare.
3	Make sure that the observations of what children do are used effectively to plan the next steps for the children's play, learning and development.
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?

Standens Barn Pre School provides generally good progress towards the early learning goals.

The quality of teaching is generally good. Staff are continuing to develop their knowledge of the foundation stage however some are less secure and as a result there are inconsistencies in the quality of teaching. Plans cover the six areas of learning, however the short term plan does not include sufficient detail to enable practitioners to adapt the activities to promote the learning of all children. Observation and assessment records are in place but they are not used effectively by all staff to build up their knowledge of how individual children learn and make progress. As a result the teaching methods do not take account of different attainment levels or provide sufficient challenge for older, more able children. Staff have positive relationships with the children. They reinforce boundaries and help the children understand what is expected of them in terms of acceptable behaviour. Staff offer regular praise and encouragement to develop children's confidence and self esteem. They have the knowledge to support children with special educational needs and children who speak English as a second language. Effective use is made of the accommodation and resources to support children's learning.

Leadership and management is generally good. There are appropriate aims for the children's care and education. Staff are given designated roles and responsibilities, they attend training to develop their knowledge. Evaluation is used to monitor the effectiveness of the provision. Advice and support is received from the Early Years Development and Childcare Partnership.

The partnership with parents is generally good. Parents are provided with information about the setting and its provision. Records of children's progress are shared with parents but they do not have regular opportunities to share their observations of their children's interests, play and learning.

What is being done well?

- Staff have developed good relationships with the children. They praise and encourage the children developing their confidence and self esteem.
- Children engage in activities which develop their hand to eye co ordination. They are developing their skills in mark making as they attempt drawing and writing. Children handle small world and construction resources making models using wooden blocks and mobilo with growing confidence. They explore malleable materials as they work with the dough.
- Children join in favourite songs and show an interest in the way musical instruments sound. Opportunities are provided for children to play instruments alongside adults from other cultures.

What needs to be improved?

- strategies to maintain children's attention during group time
- opportunities for children to develop their mathematical understanding of calculation and problem solving in practical activities and everyday routines
- teaching strategies, to include better involvement levels in the activities, to provide sufficient challenge for older, more able children
- the short term plan, to include sufficient detail to enable practitioners to adapt the activities to promote the learning of all children and the awareness of all staff to know how to tailor the plans to take account of children's individual needs and to adapt the activities as required
- opportunities for parents to share their observations of their children's interests, play and learning.

What has improved since the last inspection?

Some progress has been made in implementing the action plan draw up to address the issues raised at the last inspection. Children are provided with more opportunities to write for a variety of purposes, they make marks as part of their play however staff do not always ensure that sufficient writing materials are available at every session to enable children to have frequent opportunities to do this. Staff plan opportunities for children to look at similarities, differences, patterns and change however staff do not always question children to encourage them to think and talk about what they are doing. This results in insufficient challenge for older, more able children. The planning is continuing to be developed however it does not contain sufficient detail to enable practitioners to make the best use of the activities to promote the learning of all children. Limited progress has been made in implementing one action raised at the last inspection. Staff provide children with limited opportunities to develop their mathematical understanding of calculation and problem solving during practical activities and everyday routines.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Generally children are motivated to learn and show an interest in the activities provided. However their interest during large group activities is not always sustained. Children are forming relationships with one another, sharing experiences. They work independently and in small groups. Behaviour is generally good, children learn about what is right and wrong. Children are developing their self care skills, they select resources independently and generally manage their own personal hygiene.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children are developing their speaking and listening skills. They are beginning to recall past events, take turns in conversation, describe experiences and are gaining confidence to speak in a group. Children enjoy singing and listen to stories, joining in and anticipating familiar phrases. They are developing their early writing skills as they chalk, draw and paint and engage in activities requiring hand eye co ordination to develop skills necessary for handwriting.

MATHEMATICAL DEVELOPMENT

Judgement:	Significant Weaknesses
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Children are developing their interest in numbers and counting. However counting, calculation and problem solving are insufficiently reinforced through either planned or spontaneous activities. This results in insufficient challenge for older, more able children. Children are beginning to understand the properties of different shapes as they work with construction resources and puzzles. They are beginning to use language to describe and compare size.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children are beginning to show an interest in the world around them, they go on local walks observing changes in the seasons and weather. They plant seeds and watch beans grow. Children build and construct using construction sets and recycled items using appropriate tools for a purpose. They have opportunities to use information and communication technology to support their learning. Older children can complete a simple programme. Children are developing an awareness of other cultures.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children move with increasing control and co ordination participating in activities such as peddling cycles, running, climbing and using the parachute. They have a growing awareness of the space around them and the close proximity of others. Opportunities are provided for children to move to music. Children are developing their finer manipulative skills, they use a variety of small tools, construction resources and malleable materials with growing confidence.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children paint, draw, construct and take part in a range of craft activities, exploring different media and materials. They enjoy scooping the bark chippings into buckets and stirring the jelly. They sing and show an interest in the way musical instruments sound, they bang the drums and listen to the sound of the rain maker. Children use their imaginations, exploring their ideas through role play scenarios, small world resources and when playing with the sand.

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

- ensure that children have opportunities to develop their mathematical understanding of calculation and problem solving in practical activities and everyday routines
- develop teaching strategies to include better involvement levels in the activities, to ensure sufficient challenge for older, more able children
- develop the short term plan, to include sufficient detail to enable practitioners to adapt the activities to promote the learning of all children and ensure that all staff know how to tailor the plans to take account of children's individual needs and to adapt the activities as required.

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.