



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 204110

DfES Number: 511361

INSPECTION DETAILS

Inspection Date	27/04/2004
Inspector Name	Lynn Clements

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Ugley Duckling Pre-School
Setting Address	Alsa Lodge, Alsa Street Stansted Essex CM24 8SX

REGISTERED PROVIDER DETAILS

Name	Miss Caroline Dawson
------	----------------------

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

Ugly Duckling Pre-school opened in 1994. It operates from a large converted barn near Stansted. The nursery serves the local area.

There are currently 42 children from 2 to 5 years on roll. This includes 11 funded three year olds and 6 funded four year olds. Children attend for a variety of sessions. The setting supports a small number of children who have special educational needs and who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 09:30 until 12:30 Monday and Friday, 09:30 until 14:45 Tuesday and Thursday, and from 09:30 until 13:30 on Wednesdays.

Nine part time and two full time staff work with the children. Over half the staff have early years qualifications to NVQ 3. Two members of staff will be working towards a recognised early years qualification. The setting receives support from the Early Years Development and Childcare Partnership.(EYDCP)

The group works towards the early learning goals through the Montessori Philosophy.

How good is the Day Care?

Ugly Ducklings Pre-school provides good care for children.

There are very good staffing levels and an effective use of key workers to provide children with a secure and reassuring environment. Relevant early years training has been accessed. The setting is warm and welcoming and resources are child accessible. Attention to visual displays provides a bright friendly environment for children and their families. Staff provide a broad range of interesting resources. Record's, policies and procedures are in place, however, the behaviour management policy requires minor additions. All documentation is securely stored and confidentiality is maintained.

The management ensures the staff team have a consistent approach to risk assessment and safety procedures. Staff promote children's awareness of hygiene and safety through daily routines, which includes washing their hands. Dietary requirements are recognised and met and children can select healthy snacks and drinks, further promoting their independence. Visual displays around the setting provide children with positive images of diversity. Staff actively support children with special educational needs. Strategies for children with English as an additional language are currently being formalised. There are effective policies and procedures in place regarding child protection issues, however, they require updating in line with the requirements of the National Standards.

Children and adults relate well to each other and behaviour is good. Children are confident to approach adults and initiate conversations. They belong to key worker groups which enables staff to meet their individual needs effectively.

Partnership with parents is a particular strength. Parents share information on a regular basis. The setting organises regular formal consultations and parents are valued by the staff.

What has improved since the last inspection?

At the last inspection the following actions were identified:

Ensure a risk assessment of the premises is conducted and reviewed regularly; ensure a record of visitors is kept; ensure staff have access to suitable training to maintain an appropriate skill base for the care of children; ensure the storage area is kept free from hazards; and ensure written parental permission is obtained to seek emergency medical advice or treatment.

Risk assessments of the premises is now conducted and recorded and staff have accessed Health and Safety training. A visitors book is in place and maintained. Staff have attended relevant early years training to NVQ level 3. The storage area has been organised and toys and resources are kept in labelled boxes and cupboards. Parental permission is now in place for staff to seek emergency medical advice and treatment if required.

What is being done well?

- Special educational needs strategies and the personal approach of staff ensure that children and their families are fully supported and their individual needs are met.
- An effective key worker system is in place which enables children to become independent, confident and active learners supported by staff who know them well.
- Leadership and management is particularly good. Much attention is paid to continuing professional development and the building of a strong staff team who work well together.

- Partnership with parents is strong and enables children to move confidently between home and the nursery.
- Creative opportunities are excellent providing children with interesting and stimulating activities which help them to extend their imagination and investigative skills.

What needs to be improved?

- the child protection policy, to include procedures regarding allegations made against staff or volunteers, also include police and social services contact numbers
- documents, to ensure the government document 'What To Do If You're Worried A Child Is Being Abused' is obtained and used in the child protection procedures
- the behaviour policy, to include information about bullying.

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
11	Update the behaviour policy to include information on bullying as required in the National Standards.
13	Obtain a copy of the government document 'What To Do If You're Worried A Child Is Being Abused' and ensure it is used in the child protection procedures. Update the child protection policy to include information regarding allegations of abuse made against staff or volunteers, contact telephone numbers of the police and social services.

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 Ugly Duckling Pre-school is very good. It enables children to make very good progress towards all six areas of learning.

Teaching is very good. Staff have clear knowledge and understanding of the Foundation Stage. They plan motivating and challenging activities to help children learn. Planning and assessment procedures are good and staff are currently developing these to show more clearly individual children's next steps through the stepping stones. There is a wide range of interesting resources and equipment which staff use well to support children's progress in the six areas of learning. Children's behaviour is excellent and they respond well to the high expectations and sensitive approach of all the staff. Activities are well managed and the introduction of age appropriate circle and story times are a particular strength, sustaining children's interest, imagination and participation.

Extremely good strategies are in place to identify and support children with special educational needs, enabling them to make very good progress. Support systems for children with English as an additional language are currently being formalised.

Leadership and management is very good. Managers have worked hard to develop a strong staff team and are committed to providing opportunities for staff development through outside training and co-ordinator posts within the nursery. Regular staff meetings enable staff to share ideas, information and expertise.

Partnership with parents is strong. Parents have informal discussions on a daily basis, and regular consultations provide opportunities for more formal discussions of their children's progress. Regular newsletters ensure parents are kept informed of what their children are doing at the pre-school and any forthcoming events. Parents are very supportive.

What is being done well?

- Children with special educational needs have additional staff and equipment to support them as appropriate, and clear individual educational programmes (IEPs) ensure they make good all-round developmental progress.
- Staff have a very good knowledge and understanding of the Foundation Stage and how young children learn through quality play situations and practical experiences. They provide a multi-sensory environment for children to explore textures such as paints, foil, wood, sand, water and shaving foam.
- Behaviour is very good; children are supported by staff who know them well and provide positive role models.
- Leadership and management is a particular strength of the nursery. Managers enable staff to work well as a team and encourage them to use

their individual skills and interests helping to ensure learning is fun for everyone.

What needs to be improved?

- the current planning and assessment records to show clear links of individual children's next steps through the stepping stones towards the early learning goals
- the strategies to support children with English as an additional language, enabling them to communicate and learn English in context through practical meaningful experiences and interaction with others.

What has improved since the last inspection?

At the last inspection the following key issues were raised:

To encourage children to listen attentively to stories and to participate by ensuring that grouping is appropriate; and provide resources to enable children to develop balancing skills.

The pre-school has made very good progress since the last inspection. They have devised an action plan and has addressed the issues raised. Staff have reorganised circle and story times into two separate age appropriate groups, and stories and discussions are planned to reflect their stages of development and promote their interest. At lunch times the groups are organised so children staying for lunch have a story and those going home share a shorter story in a different area, before their parents collect them which prevents those staying behind disturbed.

New balancing equipment has been obtained and staff organise regular obstacle courses and PE sessions to enable children to develop their balancing and gross motor skills.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children's confidence and self esteem are high. They initiate conversations with adults and peers. Staff know children well and encourage them to become independent, active learners. Children select resources for themselves and take care of their needs such as going to the toilet, washing their hands and pouring their own drinks. Staff promote positive images regarding behaviour and as a result children's behaviour is good. They learn to take turns, negotiate and respect each other.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are keen to communicate, verbally and in the written form. They write messages and single line stories on the wipe boards such as 'the man is in the hut'. They listen to stories and enjoy predicting what happens next in 'Daisy Duck'. Children learn to link sounds to letters such as discovering what begins with 'Sss,- snake, space'. Labels around the nursery enable children to make the connection between the spoken and written word helping them to understand that print carries meaning.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Staff use everyday opportunities to promote calculating skills such as how many cups are needed at snack time. Children discover capacity and quantity during sand and water play and making pancakes. They learn to say and recognise numerals during number rhymes and games. Children can count reliably to 10 saying number names in order and matching the number names to the numerals. Children explore shape when making junk models with boxes, tubes and tubs creating rockets.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children take part in activities based on first hand experience, exploring similarities and differences between growing plants and flowers. They learn about the weather and seasonal changes and enjoy spontaneous activities when it snows, feeling the texture and noticing the coldness. Staff support children's understanding of past and present, discussing their news at circle time. The topic on space provided an opportunity for children to see actual astronaut food and learn about the wider world.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
------------	-----------

Children explore large and small apparatus when joining in obstacle courses or cutting the tape with scissors during creative activities. Staff teach children about staying healthy and help them understand changes which happen to their bodies after exercise, such as feeling their hearts beating faster. Children move around the setting safely and with good coordination and control. They manipulate malleable materials such as play dough by pulling, squeezing and stretching it.

CREATIVE DEVELOPMENT

Judgement:	Very Good
------------	-----------

Children know and explore colours and texture through a variety of painting, collage and messy play activities. They join in action songs such as the 'wheels on the bus,' play musical instruments and match movements to music. Children use their imagination in role play to fly their rocket to the moon then visit the seaside and rescue people stuck in the sand. They sing songs from memory such as the days of the week at circle time. Children create 3D models of hedgehogs and rockets.

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:
- develop the planning and assessment records to show clear links of individual children's next steps through the stepping stones towards the early learning goals
- formalise the strategies to support children with English as an additional language, enabling them to communicate and learn English in context through practical meaningful experiences and interaction with others.

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.