



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 127131

DfES Number:

INSPECTION DETAILS

Inspection Date 24/06/2003
Inspector Name Susan Jennifer Scott

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Cray Tots Pre-School
Setting Address Senior Citizens Club, Craylands Lane
 Swanscombe
 Kent
 DA10 0LP

REGISTERED PROVIDER DETAILS

Name Miss S Fairhurst

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

Craytots Pre-school has sole use of a community hall in a residential area. The building is shared with a Senior Citizens' Club which operates at a different time. It is a voluntary group with a Pre School Learning Alliance constitution, managed by a committee of parents. They are registered to care for 26 children aged from two to five years. There are currently 39 children between two and five years on the register.

The supervisor holds an NVQ level three as does another staff member, and one staff is completing an NVQ level two.

The group is open from 9:15am to 11:45am, Tuesday to Friday and in addition from 12:45pm to 3:15pm on Wednesdays during term-time only. Craytots Pre-school care for children with special needs and those with English as a second language. They promote learning through play and receive funding for three and four year olds.

How good is the Day Care?

Craytots Pre-school provides satisfactory care for children.

The hall is clean, safe and attractive with good access to outside play. The group have exclusive use of the premises when open and a variety of appropriate equipment is provided for children to use.

The staff team work well together and share responsibilities for planning a good variety of activities for the children; activities are offered which make good use of the local community.

The staff are skilful in managing children's behaviour and meeting their individual needs, however, the youngest children need more support to enable them to participate in the programme.

There is support for children with additional or special needs.

Staff give priority to ensuring children are safe and equipment is checked regularly. All staff are aware of the written procedures and policies and carry these out as part of their responsibilities.

The relationships between parents and staff is good; parents are very satisfied and feel their children make good progress; they receive a variety of information and are informed of opportunities to become involved with the group. Parents can access a variety of useful information provided by the playgroup and they can consult their children's records during the sessions.

What has improved since the last inspection?

The last inspection was a transitional one and therefore this is not applicable.

What is being done well?

- Children are able to make choices and enjoy a good selection of the toys and play materials which are new, appropriate and varied. (Standard 3)
- The premises are attractive and safe, the group have exclusive use of these while open and staff pay good attention to safety issues. (Standard 6)
- Staff are very clear in their instructions to children and provide positive reasons why they should behave well; they are consistent in their management of children's behaviour. (Standard 11)
- Parents are very satisfied and feel their children make good progress; they receive a variety of information and opportunities to become involved with the group is made available to parents. (Standard 12)

What needs to be improved?

- The way in which staff provide challenges for children and support their learning through everyday routines. (Standard 3)
- The opportunities young children experience of small group activities so that they can sustain interest and concentration. (Standard 3)
- The way play equipment is made accessible to children. (Standard 5)
- Documentation, so that records and the register of existing injuries are accurate and full. (Standard 7)
- The complaints policy so that details provide a contact for the regulator and the procedure to ensure all parents receive regular information on progress. (Standard 14)

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 should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	ensure the register is a full and accurate record of attendances
3	ensure there are sufficient challenges for children during everyday routines and activities and ensure that toys and equipment are accessible and displayed appropriately for children to use
3	provide sufficient opportunities for the youngest children to play and learn in small groups
4	ensure sufficient toilets are in use to safeguard the health of children.
7	keep a written record, signed by parents, of existing injuries or incidents to children
14	make available to parents a written statement that provides details of the correct regulator if they have a complaint

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

How effective is the nursery education?

Children are making acceptable progress at Craytots Pre-School, however, there are significant weaknesses in the provision.

There is a stable staff team, committed to ensuring children benefit from a wide range of learning experiences. A variety of play and learning opportunities enable children to make progress, but this is limited by a lack of effective planning and understanding. The quality of teaching is generally good in the areas of personal, social and emotional and creative development and knowledge and understanding of the world. There are some significant weaknesses in other areas of the curriculum, although training and support in assessing children's progress is improving staff understanding of their development and the early learning goals.

Children experience a variety of play opportunities to progress their development but staff do not make enough use of everyday routines and events, for example: group activities, story and snack times, to develop and reinforce their learning.

Opportunities for conversation and learning during these times are not always instigated by staff, and opportunities to extend children's understanding are lost.

Staff plan and deliver a variety of activities during organised play but do not always take spontaneous opportunities to extend children's learning.

There are no children with special educational needs at the Pre-school, but there is a staff member who has trained to coordinate and support children with special needs.

Leadership and management are satisfactory and good in some areas but there are also some weaknesses.

Partnership with parents is good, with a variety of information is available to parents: on notice boards, newsletters, policies and consultations. Parents are encouraged to share information with key workers who have positive relationships with them.

What is being done well?

- Children's personal, social and emotional development is good. There are effective strategies to manage behaviour and children are confident and behave with consideration for others.
- A very imaginative and appropriate programme for knowledge and understanding of the world enables children to experience a good variety of activities centred around their community.
- Partnership with parents is good: staff provide a welcoming and caring environment and children and share information with parents, who are also able to become involved through the management committee.

What needs to be improved?

- Planning of learning activities to ensure staff have a clear understanding of what children are expected to learn.
- Evaluation of activities to increase staff awareness of how activities can provide more focus and challenge for children.
- Assessment of children's development so that staff are clear about what learning experiences to provide in order for them to progress.

What has improved since the last inspection?

Progress has been made in the understanding of SEN and the Code of Practice and staff have an understanding of the documentation an assessment needed.

Staff use opportunities to question children during routines but not on a regular or consistent basis.

Systematic planning of what children are expected to learn has not been fully addressed but the staff have developed medium term and short term plans which are available.

The group have provided story sacs and these are successful in providing opportunities for children to use books and stories for enjoyment.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are confident speakers, making their views known, and describing experiences. They behave very well and wait turns without being asked. They are able to concentrate for short periods. Children have good relationships with staff, they approach them with confidence if they need help or to ask questions, or just for spontaneous conversation.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Significant Weaknesses

Children's progress in communication, language and literacy has some significant weaknesses. They can express ideas and discuss activities which they engage in but lack of challenge and the organisation of resources in some activities limit children's learning. Children enjoy using books and writing opportunities in their play but need more encouragement to do this well.

MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children's mathematical development has some significant weaknesses. Staff support individual learning during organised activities but there is not enough spontaneous extension during practical activities: for example, conversations and questions on shapes, sizes, and patterns in all activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children's knowledge and understanding of the world is generally good. Children enjoy learning about their community, cultures and beliefs through a variety of activities, and conversations with staff encourage their understanding. Good use is made of technology and children have frequent opportunities to experience using computers.

PHYSICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children are making acceptable progress in their physical development. They enjoy using the outdoor area to play and are developing their ability to use small tools as well as large equipment. Staff do not often take opportunities to discuss their movements, changes that happen when they are active or the skills they are using.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children make generally good progress in the area of creative development. Staff offer a variety of opportunities to experience sound, songs, music and movement and stories. They encourage creative development by providing a good range of materials and activities for children to use.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable but has some significant areas for improvement. Children progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- increase staff familiarity with the early learning goals and stepping stones so that they can plan activities and learning experiences with a clear understanding of what children are expected to learn;
- evaluate activities to increase staff awareness of how activities can provide more challenge and focus for children;
- assess children's development so that staff are clear about what learning experiences to provide in order for them to progress.

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.