



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 254152

DfES Number: 500551

INSPECTION DETAILS

Inspection Date 30/06/2004
Inspector Name Lesley Gadd

SETTING DETAILS

Day Care Type Sessional Day Care, Out of School Day Care
Setting Name Little Melton Pre-School Nursery
Setting Address Little Melton Village Hall
Mill Road
LITTLE MELTON
Norfolk
NR9 3NX

REGISTERED PROVIDER DETAILS

Name The Committee of Little Melton Pre-School Nursery 1028459

ORGANISATION DETAILS

Name Little Melton Pre-School Nursery
Address Little Melton Village Hall
Mill Road
Little Melton
Norfolk
NR9 3NX

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

Little Melton Pre-school and Summer Playscheme opened in 1998 and operates from a village hall in the village of Little Melton. Children who attend come from the village and surrounding area.

There are currently 26 children on roll. This includes 4 funded 3-year-olds and 14 funded 4-year-olds. Children attend for a variety of sessions. The setting supports children with special educational needs and those who speak English as an additional language.

The pre-school opens five days a week during school term times. Nursery sessions currently operate from 09:30 to 12:00 with the option of staying until 13:25 to eat a packed lunch. The nursery setting is open during school term times only. The playscheme opens from 10:00 until 15:00 for five days during the summer holidays.

Four members of staff work with the children on a part-time basis. At least half of the staff have early years qualifications to level three. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Little Melton Pre-school provides good quality care for children.

The pre-school creates a welcoming environment in which children are happy and relaxed. Staff work well as a team and the key worker system ensures children receive constant attention and are secure and confident. An appropriate range of equipment and activities is available to maintain children's interest, however these are not used at every session to ensure the children's need are met. All documentation is in place to ensure the safety of the children, although some records are out of date.

Staff show a sound awareness of children's safety. They assess possible danger well, to ensure children play with minimum risk both inside and outside. Children are

encouraged to be healthy, through positive attention to hygiene and nutritious eating habits. Staff work closely with other professionals to help children with special needs make good progress.

Children are happy and have access to a good range of activities that promote their all round development. Staff interact well with the children and they enjoy close relationships. Clear boundaries are set for the children, and as a result they behave well.

Partnership with parents is very good. Staff and parents exchange information on a daily basis about the children's care and well maintained notice boards ensure parents receive up to date information about the pre-school.

What has improved since the last inspection?

At the last inspection the pre-school was asked to ensure staff checks were completed, to develop a policy in the event of a child being lost, to ensure that their evacuation procedures conformed with local fire officer recommendations and to obtain confirmation that all low level glass was safe. In addition they were asked to ensure that the outdoor play area was secure.

The committee has established an effective monitoring system to ensure that staff vetting is fully completed. Policies and records have been updated and there is clear guidance on emergency evacuation and information on what staff need to do in the event of a child being lost. Additional work on health and safety means that low level glass meets British Safety standards and the outdoor play area has been secured with a locked gate.

What is being done well?

- Staff are friendly and kind towards the children. They praise them and show an interest in what they say and do, which has a positive impact on the children's sense of security and confidence.
- Health and safety is given high priority. Staff pay good attention to ensuring children's welfare and have clear emergency evacuation procedures, comprehensive risk assessments and relevant insurance in place.
- The children are encouraged to develop healthy eating habits through a varied snack menu, which includes fruit and savoury dishes, such as cheese and crackers.
- The pre-school works well with parents to support the children's overall welfare. They are given information on a daily basis through newsletters, notice boards and private consultations about their children's care and development. Parents comment positively on their children's care and the friendliness of staff.

What needs to be improved?

- access to a full range of activities at every session
- records to meet the National Standards.

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 |
|-----|---|
| 4 | Provide children with access to a full range of activities at every session, to ensure their needs are met. |
| 14 | Update records to meet current standards, paying particular attention to complaints and child protection. |

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

How effective is the nursery education?

The provision of nursery education at Little Melton Pre-school is generally good. It enables children to make generally good progress in all areas of learning.

Teaching is generally good. Staff have positive relationships with the children who behave well. Some understanding of the foundation curriculum is demonstrated by staff, however they are not fully conversant with how young children learn and miss opportunities to effectively support activities and extend children's thinking.

A detailed planning system which identifies clear learning intentions is in place and this ensures children are offered a range of activities. However, children have infrequent opportunities to develop their sensory awareness through messy play, to experience a range of information technology or to foster an interest in books. Assessments are used, but the information from these is not used effectively in planning, to meet children's individual learning needs.

Leadership and management is generally good. The staff and committee are committed to improving the provision. They are working closely with their early years advisor and in this way are beginning to monitor and evaluate their own provision.

The partnership with parents is very good. Parents are well informed through regular newsletters and a range of relevant displays, advising on current topics. As a result parents are encouraged to be involved in their children's learning.

What is being done well?

- Children are confident and able to concentrate well. They enjoy good relationships with other children and staff and play co-operatively with each other.
- Children have a good sense of space. They are able to control their bodies to use bicycles effectively, kick a ball and enjoy movement to songs.
- Staff work well together as a team and give appropriate support to the children which ensures they are settled and secure.
- Partnership with parents is good. The group have a strong commitment to involving parents in their children's learning, by providing detailed information about the children's activities.

What needs to be improved?

- staff's overall understanding of the Foundation Stage curriculum, with particular attention to teaching and how children learn

- planning, to ensure children's individual learning needs are effectively met
- opportunities for children to develop their sensory awareness, experience information technology and foster a greater interest in books.

What has improved since the last inspection?

Generally good progress has been made in addressing the key issues identified from the last inspection.

The pre-school was asked to increase staff's knowledge of the early learning goals, to extend children's thinking and make effective use of assessments and planning.

Staff have attended some training on the foundation stage curriculum, have made good use of the early years advisor and plan to continue to improve their skills in assessment and planning to provide a better curriculum for the children.

The pre-school was also asked to provide additional opportunities for the children to recognise numerals, words and to have a greater awareness of other cultures.

Staff have improved the children's environment by providing written labels for furniture and have developed the daily routine to include activities such as find your name on the card. The staff have also developed projects to include festival celebrations from around the world, which support children's learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

The children come into the pre-school with confidence, are interested in activities and concentrate well. They behave positively and treat each other and the adults with care and respect. Children share some responsibility for their personal care such as washing hands and hanging up coats, which encourages their independence. Children are beginning to develop an awareness about cultural and religious differences through projects such as Chinese New Year.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are able to sit and listen for sustained periods during group times. They are aware that print has meaning and are able to self select their own names on arrival. Children are confident speakers and encouraged to extend their vocabulary with words such as 'scary and wiggly'. Children enjoy stories, however they are not actively encouraged to explore books. Children take part in painting and drawing, which fosters their hand and eye co ordination well.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children use number in everyday activities and many are able to count to 20. They have a good awareness of shape and size and are able to talk about objects being 'big' and 'small', 'heavy' and 'light'. Simple activities are used to begin to give the children experience of calculation, such as sorting with toy elephants. They learn about patterns during discussions about clothing.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children explore their surroundings and look at differences through weather projects. They design and build with a range of resources such as bricks, however children have infrequent opportunities to use information technology. Topics such as 'how people live' help children to learn about cultures, their local environment and develop a sense of time with past and present homes.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children have a well developed sense of space and are able to manoeuvre inside and outside with confidence. They join in with action songs, showing enjoyment and an understanding of bodily movements. They show skill in hand and eye co-ordination when playing with musical instruments. Staff provide good opportunities to develop health and bodily awareness through play and discussion. Children are provided with a range of resources, to develop skills in kicking, catching and throwing.

| | |
|--|----------------|
| CREATIVE DEVELOPMENT | |
| Judgement: | Generally Good |
| The children sing songs and nursery rhymes with confidence, they recognise rhythms and have good opportunities to use instruments. Children have some opportunities to develop their imagination in role play and use of a play house. They have limited opportunities to develop their senses and explore using creative materials. Children are beginning to learn about colour through everyday activities. | |
| 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

- Increase staff's overall understanding of the Foundation Stage curriculum, giving particular attention to teaching and learning.
- Continue to improve planning, to ensure that children's individual learning needs are met
- Provide more frequent opportunities for children to develop their sensory awareness through messy play, to experience information technology and to foster a greater interest in books.

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.