



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 109823

DfES Number: 585435

INSPECTION DETAILS

Inspection Date 03/12/2003
Inspector Name Tonia Chilcott

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Alphabets Preschool
Setting Address Scout Headquarters
Recreation Ground, Botley
Southampton
Hampshire
SO30 2ES

REGISTERED PROVIDER DETAILS

Name The Committee of ALPHABETS PRE-SCHOOL COMMITTEE

ORGANISATION DETAILS

Name ALPHABETS PRE-SCHOOL COMMITTEE
Address SCOUT HEADQUARTERS
RECREATION GROUND,BOTLEY
SOUTHAMPTON
HAMPSHIRE
SO30 2ES

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

Alphabets Preschool opened in approximately 1973. It is registered to care for no more than 24 children under five. It operates from the Scout Hall in the recreation ground, Botley. The preschool serves the local area.

There are currently 32 children from two to five years on roll. This includes 22 funded three year olds and no funded four year olds. Children attend for a variety of sessions. The group supports some children who have special needs and currently have no children who speak English as an additional language on roll.

The group opens five days a week during school term times. Sessions are from 9:30 until 12:00 Monday to Friday morning and when the need arises the group is also open Tuesday, Wednesday and Thursday afternoons from 12.30 until 15:00.

Seven part time staff work with the children. Five have early years qualifications. All staff are currently attending training programmes or looking to attend in the near future. The setting receives support from a teacher from the Early Years Development and Childcare Partnership(EYCDP), a Preschool Development Worker(PDW) from the Preschool Learning Alliance(PLA) and the area Special Education Needs Coordinator(SENCO).

How good is the Day Care?

Alphabets Preschool offers good quality care to children. The staff ensure that children are protected at all times. All staff are encouraged to undertake training regularly and most staff have completed relevant training. Children are confident in the warm and welcoming environment. A wide range of toys and equipment is available that will meet the needs of all children. An excellent record system ensures that all relevant documentation is in place and up to date.

Staff give high priority to children's safety. Children are encouraged to have good personal hygiene and are given opportunities to learn about the importance of healthy eating. All children are treated as individuals and children with special needs

are supported well. Staff have a good awareness of child protection and the procedures that need to be followed.

Children are provided with a wide range of activities and their development is monitored by staff on a regular basis. Information is obtained from parents that allows staff to offer individual care to children including children with special needs. Children mostly behave well and respond well to the staff's praise and encouragement. The staff generally manage children's behaviour consistently.

Parents are provided with regular information about their child's development in a variety of ways. Although some documentation that is provided to parents needs to be reviewed.

What has improved since the last inspection?

This does not apply as the last visit was a transitional inspection

What is being done well?

- The preschool has effective systems in place to ensure that children are safe at all times. Visitors to the group are supplied with information about their roles and responsibilities and all staff are vigilant in ensuring that children are not left unsupervised at any time.
- The preschool maintain an excellent record keeping system. All records and documentation are reviewed regularly and are stored securely to maintain confidentiality. Staff and parents are able to access records easily.
- The staff give high priority to children's safety. They undertake regular risk assessments of the areas that are accessible to children ensuring that a safe environment is offered to children, staff and parents.
- Children with special needs are supported well. Staff have developed effective links with outside agencies to ensure that they are able to offer activities that will meet the needs of all children.
- The staff and parents have very good relationships. Staff provide parents with comprehensive information about their child's development during their time at the setting. Parents are invited to become actively involved in the groups and in their child's learning.

What needs to be improved?

- the newsletters that are given to parents, ensuring that individual children are not named
- the management of children's behaviour, to ensure that all children's behaviour is managed consistently.

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	Ensure that children's behaviour is managed consistently by all staff.
12	Ensure that individual children are not named in letters and information provided to all parents.

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

How effective is the nursery education?

Alphabets Preschool provides good quality nursery education, children are making very good progress towards the early learning goals through a wide range of interesting activities. Children are making generally good progress in Personal, Social and Emotional development and very good progress is made in all other areas of learning.

The quality of teaching is very good. The staff's clear knowledge of the Foundation Stage and their effective planning and assessment of the children, enables them to plan an interesting and appropriate range of activities to help children to learn. The staff use the accommodation well and plan the layout carefully to ensure that children's learning is supported. Staff spend time getting to know the children's individual needs and have good relationships with them. Most aspects of the sessions maintain children's attention and interest.

An effective assessment system is used to record children's progress towards the early learning goals and to aid planning. Children with special needs are supported well. There are currently no children with English as a second language, although staff have a good understanding of how these children can be supported.

Leadership and management is very good. The preschool benefits from strong leadership and staff are encouraged to attend training on a regular basis. They have worked hard to develop a strong staff team and have developed effective methods to assess the preschool's practice.

The partnership with parents and carers is very good. Parents are regularly informed about their children's progress towards the early learning goals. There are effective procedures in place to regularly share information about the children's development. The parents are provided with information about the Foundation Stage and the preschool's routines and practice.

What is being done well?

- The quality of teaching is very good. The staff are sound in their knowledge of the early learning goals and they provide a stimulating environment for the children, enabling the children to learn across all areas.
- Children's language is developing well and opportunities are given for them to practice writing in a number of situations including imaginative and role play settings.
- Staff create a well planned, stimulating environment where children learn through a range of practical activities. Many valuable and exciting learning opportunities are provided throughout the daily routine.
- Parents are actively involved in their children's learning and regular

opportunities are provided for them to share information with the staff and to become involved in the group.

What needs to be improved?

- the organisation of registration and snack time to ensure that all children are fully involved and interested
- the opportunities for children to explore music.

What has improved since the last inspection?

The setting has made very good progress since the last inspection. The outdoor facilities now provide more challenges for children with the range of equipment that has been fitted.

There are effective procedures now in place to assess children's progress and to share the information regularly with parents. Parents and key workers meet regularly to discuss the children's development.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

The children are actively involved in their learning. They are confident, work well together and independently. They learn to co-operate and have developed good relationships with one another. Children are confident to select their chosen activity. Most children's behaviour is very good.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

The children's spoken language is developing well. Children enjoy books and listen well to stories. The children are making good progress with their pre-reading and writing skills and have many opportunities to practice writing for a variety of different purposes.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

The children have many opportunities to experience the use of numbers one to ten. Most children are able to count to ten and beyond and most are able to recognise written numbers up to and including ten. They enjoy activities that give them an understanding of number, size and shape for instance, puzzles and the computer programmes.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

The children enjoy finding out about their immediate environment through a variety of themed activities for instance, changes in the seasons. The children are confident in using information technology and everyday technology. The children have opportunities to develop good designing and making skills.

PHYSICAL DEVELOPMENT

Judgement: Very Good

The children are confident and develop skills whilst using tools and materials. They enjoy undertaking physical activities for instance, the opportunities for climbing, jumping and balancing both indoors and out. Children demonstrate a good sense of space and move confidently during physical activities.

CREATIVE DEVELOPMENT

Judgement: Very Good

The children use their imagination whilst undertaking role-play and enjoy participating in singing sessions and have some opportunities to explore sound and musical instruments. Children respond with their all their senses to many experiences, such as touching a range of different and contrasting textures.

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:-
- Provide more opportunities for children to explore music and discover how sounds can be changed
- Evaluate the use of time, so that all elements of the session, such as register and snack time, meet the needs of all children and maintain their interest.

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.