



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 253051

DfES Number: 516925

INSPECTION DETAILS

Inspection Date 27/04/2004
Inspector Name Tina Garner

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Hucknall Pre-School Playgroup
Setting Address The Baptist Church, Watnall Road
Hucknall
Nottingham
Nottinghamshire
NG15 7LD

REGISTERED PROVIDER DETAILS

Name Hucknall Pre-School Playgroup 1022820

ORGANISATION DETAILS

Name Hucknall Pre-School Playgroup
Address The Baptist Church
Watnall Road, Hucknall
Nottingham
Nottinghamshire
NG15 7LD

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

Hucknall Pre-school Playgroup meet in the Watnall Road Baptist Church, which is situated in the town centre of Hucknall. They have use of two rooms with access to appropriate toilet facilities. Adjacent to the main playroom is a secure outdoor play area. The playgroup opened over 30 years ago and provides 30 places for children aged 2-5 years. There are 58 children on roll, including 3 and 4 year olds in receipt of Nursery Education Grant funding.

Opening times are Monday - Friday 09:00 to 11:30 and Monday, Tuesday and Friday 12:30 to 15:00 during school term time. The facility is managed by a committee, most of whom are parents of children attending the playgroup, there are 7 regular staff working with the children who hold, or are working towards, a recognised childcare qualification. All members of the staff team have current first aid certificates. The group has membership of the Pre-School Learning Alliance, and links with the Early Years Development and Childcare Partnership for support and training opportunities.

How good is the Day Care?

Hucknall Pre-School provides good quality care for children.

The staff team are competent and confident, the majority have been in post for a number of years, most hold a suitable recognised childcare qualification with others currently attending training. They also regularly attend additional training to keep abreast of current childcare issues. Staff have a sound awareness of safety issues and deploy themselves effectively to supervise children at all times. The environment is light, bright and airy and children's work is attractively displayed. Space is well organised to enable children to access activities which promote their development. Sessions are effectively planned to ensure that children have large amounts of time to make choices about their play, whilst group times are purposeful and of suitable duration to sustain children's interest.

Activities are planned to encourage children's interest and curiosity, enabling them to

learn and develop in stimulating environment. The pre-school has an excellent range of play materials and resources which are readily accessible to the children. Staff have an appropriate knowledge of each child's individual needs and interests, they relate well to the children and value good behaviour. Children approach adults with confidence asking for help and assistance and enjoying their interaction with them.

Parents generally receive good information about the pre-school through attractive displays, notice boards and the parents' prospectus. An appropriate key worker system enables staff to establish consistent relationships with parents and children, records which are kept on children's progress are shared with parents on a regular basis. The records required for registration purposes are maintained to a high standard, all relevant policies and procedures are in place, however staff need to maintain an up to date knowledge of these to ensure a consistent approach is offered.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Staff are confident and competent, they work efficiently and effectively to ensure the smooth running of the session and deploy themselves well, keeping children under their direct supervision at all times.
- Staff develop good relationships with children, they have good behaviour management skills and use positive strategies, which increase children's self esteem, and confidence.
- Toys and equipment are well organised, children are able to access them freely, increasing their independence skills and allowing them to make clear choices with regard to their play and learning.
- Staff provide a wide range of stimulating learning opportunities, through a variety of well planned and thoughtfully extended activities.

What needs to be improved?

- staff's knowledge and understanding of all policies and procedures.

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
14	Ensure staff maintain an up to date knowledge of all policies and procedures relevant to the group.

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

How effective is the nursery education?

Hucknall Pre-school offers high quality nursery education, with children making very good progress towards the early learning goals in all six areas of learning.

Planning for the Foundation Stage is well structured, staff use their knowledge of the curriculum to plan an excellent range of stimulating activities. They skilfully adapt the planned curriculum to accommodate children's interests and further extend play opportunities. Staff effectively use assessment to plan children's next steps in learning. They mainly set appropriate challenges for children, with suitable systems in place to support children with special needs. Adults have caring relationships with the children, effectively encouraging children's self esteem and confidence, staff listen to children and value what they have to say. Staff deployment, room organisation and the use of resources is all thoughtfully managed to ensure children remain engaged, motivated and supported throughout the session.

Leadership and management of the setting is very good. Emphasis is placed on training opportunities to encourage staff to develop and refresh their skills. The distribution of key responsibilities across the team is seamless, and the joint supervisors, along with the proactive committee, provide coherence and genuinely successful leadership.

The partnership with parents and carers is very good. An effective key worker system allows parents to form successful relationships with their child's main carer. Parents receive good amounts of information about their child's progress, although the format for this has some minor limitations. However, parents are provided with plentiful information about the group, and about their child's participation in activities. Parents are also encouraged to be involved in their child's learning through homework tasks and volunteer helper schemes.

What is being done well?

- Effective planning and organisation of the learning environment provides children with excellent opportunities to participate in a wide range of stimulating activities, which are well supported by a diverse selection of resources.
- Staff demonstrate a commitment to improving and extending the already fluent curriculum, through their enthusiasm and willingness to attend further training to develop their skills, to enable children to learn more effectively.
- Staff build strong, warm relationships with children, which effectively develop children's confidence and self esteem. Children are motivated learners and show high levels of enjoyment and focused attention in their activities.

What needs to be improved?

- systems to encourage parents to become more proactive in sharing what they know about their own child's development and learning
- methods and opportunities for children to extend and consolidate their skills in recognising and writing their full names through purposeful independent activity.

What has improved since the last inspection?

Since the last inspection staff have extended opportunities for children to freely access junk, writing and model making equipment. Daily opportunities are now provided for free painting, and all creative activities allow children the freedom to choice between adult led or independent activity.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested and motivated learners who confidently explore all activities available to them independently and with adult support. They listen to each other, share experiences and concentrate well during small group time. Their confidence and self esteem is well enhanced through skilled adult encouragement. Children form very good relationships with carers and each other and show confidence in joining others to develop play ideas, or carers for support and guidance.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident conversationalists with strong vocabularies. They are able to express thoughts and experiences during role play and group times. Older children show emerging writing skills and can write their first names, whilst younger children are keen to mark make and show good pencil control. All children respond with interest to songs and stories and join in familiar rhymes.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Many children can already use numbers as labels and for counting well beyond the expectations of the Foundation Stage Curriculum. Children approaching school age are particularly well supported in the development of their calculation and problem solving abilities. All children show a good understanding of shape, space and measure, and use comparative language with ease, during both adult led and child led activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children participate in a very varied and interesting programme that helps them to know about, and understand, the natural world, their local community, and other cultures. They are keen to explore and manipulate equipment and materials such as sand, dough and collage. They enjoy an extensive range of well planned craft and art activities, as well as many construction activities using three dimension materials. Children have regular access to technology to support their learning.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children's progress in physical development is very good. They move with ease, using a range of large and small equipment confidently and with increasing control and co-ordination. An excellent range of resources supports children's development, and varied planning enables them to participate in a good range of activities. Children competently use a range of tools, such as scissors, glue spreaders and hole punches. Planned activities encourage children to develop health and bodily awareness.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children are imaginative in their role play, they use the excellent range of available materials confidently to support and extend their ideas. They actively respond to their experiences, and in conversation with each other and with adults, are able to make links and communicate their ideas and feelings. Craft activities go well beyond painting and drawing to give free range to children's exploration of media and materials.

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:
- Evaluate systems to further improve the effectiveness of the mutual sharing of children's progress, to encourage parents to share in more detail what they know about their own child's development.
- Review opportunities and methods for children to extend their skills in recognising and writing their full names, through purposeful independent activity.

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.