



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 127354

DfES Number: 517774

INSPECTION DETAILS

Inspection Date 15/07/2003
Inspector Name Malini Parmar

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Lunsford Park Pre-School
Setting Address The George Holding Centre
Chaucer Way, Larkfield
Aylesford
Kent
ME20 6SS

REGISTERED PROVIDER DETAILS

Name The Committee of Lunsford Park Pre School

ORGANISATION DETAILS

Name Lunsford Park Pre School
Address The George Holding Centre
Chaucer Way, Larkfield
Aylesford
Kent
ME20 6SS

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

Lunsford Park Pre-School is a sessional group that has been in existence since 1986. It is a registered charity and run by a management committee made up of parents. The group, which is registered to care for 24 children aged from two to under five years, is open every day during school term time. Two separate sessions are provided each day from 9.15 to 11.45 am and from 12.15 to 2.45 pm. No children attend for two sessions in any one day. There are currently 48 children on roll, many of whom are funded three and four year olds.

Six members of staff work with the children. Two of these have a suitable early years qualification, one is currently on a training programme and another is due to start a training course.

The group meets in accommodation that was purpose built as part of an "occasional" GP's surgery. It consists of one large room with toilets and kitchen. There is a secure outdoor play area that can be used all year round.

How good is the Day Care?

Lunsford Park Pre- school provides satisfactory care for children.

Staff demonstrate a commitment to their work with the children and are always directly involved in the children's play. Children are settled, happy and comfortable. Staff are diligent about the children's safety both indoors and outdoors and promote a sound awareness of hygiene. Children understand when and why they need to wash their hands.

Children have access to a good variety of toys and resources and staff work well providing an interesting balance of activities. Staff manage children's behaviour well, encouraging children to resolve their own conflicts. Their timely and skilful interventions enable children to respond positively and behaviour is generally good.

The pre school works in effective partnership with parents. Parents are provided with

good information and are regularly informed about their child's progress and the groups news.

The majority of the necessary paperwork is in place and the group have agreed to include procedures to be followed for allegations made against staff and update the complaints policy.

What has improved since the last inspection?

The last inspection was a transitional inspection and there were no actions made.

What is being done well?

- There is a good variety of activities, accessible toys and equipment to enable progression in all areas of learning. (Standard 3)
- Staff demonstrate a good understanding of behaviour management and children behave well. (Standard 11)
- Staff work well as team to create a happy and calm environment, in which the children are comfortable, confident and settled. (Standard 4)

What needs to be improved?

- Documentation to include procedures followed for allegations made against staff, complaints policy to reflect change in regulatory body and an uncollected child policy (Standard 14)
- The register and medication records to be accurate at all times (Standard 14)
- The playhouse to be secured and stable to prevent accidents. (Standard 6)
- Nappy changing facilities and policy. (Standard 7)
- The practice of placing a starigate in the fire exit (Standard 6)

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 must take the following actions by the date shown		
Std	Action	Date
6	Conduct a risk assessment on the premises identifying actions to be taken to minimize identified risks.	30/09/2003

The Registered Person should have regard to the following recommendations by the time of the next inspection	
Std	Recommendation
2	ensure the register is accurate at all times.
4	ensure nappy changing facilities are available and procedures in place.
6	obtain the recommendations of a fire safety officer with regard to the practice of placing a stair gate in the fire exit.
6	make the playhouse safe and secure.
7	ensure parents sign medication records as acknowledgement that medication has been administered.
14	review and update complaints policy, uncollected child policy and procedure to follow if an allegation is made against a member of staff.

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

How effective is the nursery education?

Children are making generally good progress at Lunsford Park Pre-school.

Children are making good progress in the area of Personal, Social and Emotional development, they enjoy learning, use the resources well and participate in the activities with enthusiasm and confidence. They also have use of very good resources for Knowledge and Understanding of the World and clearly enjoy the varied opportunities they have inside and outside for Physical Development.

The quality of teaching is generally good; activities are well planned and resourced but sometimes lack sufficient stimulation, particularly for the four year olds and more able children. Staff are very positive and supportive, encouraging children to participate and make choices. Staff have a good understanding of individual children and encourage their confidence by having good conversations with them.

The activities enable children to make progress and clearly relate to the early learning goals, developing their understanding in these areas. The planning and assessments are effective although the activities do not always provide sufficient challenge or independence for the most able children. Observations and assessment of children is regularly done by the key workers.

Leadership and management is generally good, with particular strengths in the way in which staff work together as a team and the support provided by the management committee.

Partnership with parents is good: parents expressed their satisfaction with the service they receive and the progress children make in the group. Staff assess and observe children's development and provide frequent verbal feedback, as well as a variety of useful information and support for parents.

What is being done well?

- The environment is attractive and offers very good opportunities for children's physical development.
- Children's Personal, Social and Emotional development is good. Staff have good relationships with children, and encourage them to develop confidence and self esteem.
- Partnership with parents is very successful, staff have good relationships with parents and the management committee support the group well.

What needs to be improved?

- Staff need to become familiar with the Foundation Stage Curriculum so that they can use the stepping stones and early learning goals to promote children's learning through everyday activities and routines;
- Staff need to promote children's opportunities to experience independence;
- Opportunities for children to extend their play need to be organised by linking and coordinating the use of resources, especially during free play sessions;
- Staff need to encourage the use of books, writing for a purpose and basic mathematical concepts by incorporating these into everyday routines and activities.

What has improved since the last inspection?

Some good progress has been made on the key issues concerning Knowledge and Understanding of the World, the development of opportunities to express feelings and to explore nature, diversity, music and songs.

The group need to continue developing children's experiences of language, writing and mathematical concepts as although some progress has been made, there is still not enough emphasis on these areas in everyday activities and routines. Some children, particularly the four year olds were not encouraged to discuss words, letters and text during story times, or numbers, quantities and shapes during play, both free and structured.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children make good progress in this area; they behave well, are able to sort out minor conflicts and work harmoniously together. Staff encourage independence by giving some responsibility to children for the routines of clearing and organising their own play. Children's experiences of independence could be increased, although they can help themselves to a variety of equipment and they are responsible for taking themselves to the toilet and helping to clear up.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Significant Weaknesses

Children make acceptable progress in this area, they have good opportunities to develop understanding and skills in listening and speaking but children do not always have enough opportunities to explore and investigate written language. Staff read stories which are relevant to children's experiences and promote the use of language through conversations well.

MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

There are some weaknesses in this area. Children do not have experience enough opportunities to count or to understand basic concepts that can be used in everyday activities and routines. There is a very good range of puzzles and games and children have good opportunities to play water and dough during free play, but staff do not often comment on mathematical concepts such as weight, sizes and quantities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are making generally good progress in the area of knowledge and understanding of the world. Conversations with staff during activities encourage children to understand about families and communities. A variety of multi cultural resources and activities provide all children with confidence and encourage them to learn about the world. They are able to experience a variety of construction and technological activities.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are good progress in the area of physical development; a range of large outdoor equipment for play is available regularly and there is good use of the play space outside. Children have good motor skills, they can use large and small equipment competently. Staff do not always use opportunities to extend or focus children's use of equipment in free play. A good variety of construction play enables them to develop their fine motor skills.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children make generally good progress in this area. Painting and writing are offered regularly and children enjoy the use of colour as well as varied brushes. Songs, music and games are offered and children participate well and enjoy this. However, opportunities for imaginative play could be developed with the provision of more "props" near the home corner and linked use of resources. There is a computer for use of children and a good selection of technical toys.

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 familiarity with the curriculum in order to use opportunities for children to progress more effectively;
- promote children's experiences of independence through activities and routines;
- extend children's play by linking and coordinating the use of resources especially in free play sessions;
- encourage the use of books, writing for a purpose and basic mathematical concepts by using these in everyday routines.

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.