



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 127254

DfES Number: 524786

INSPECTION DETAILS

Inspection Date	08/10/2004
Inspector Name	Claire, Alexandra Parnell

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Hollingbourne Pre-School Playgroup
Setting Address	Cardwell Pavillion Greenway Court Road, Hollingbourne Maidstone Kent ME17 1QD

REGISTERED PROVIDER DETAILS

Name	The Committee of Hollingbourne Pre-school 1056225
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ORGANISATION DETAILS

Name	Hollingbourne Pre-school
Address	Cardwell Pavillion Greenway Court Road Hollingbourne, Maidstone Kent ME17 1QD

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

Hollingbourne Pre-school Playgroup was registered in 1990.

It operates from the local community hall on the rural outskirts of Hollingbourne, Maidstone.

The single storey building is used solely by the group whilst in operation. Children use the main hall and have access to two separate toilets and the adjacent field. Staff have access to a separate kitchen.

The group operates Monday to Friday from 09:10 until 12:10, term time only.

There are currently 13 children on role. Of these two are funded four year olds and five are funded three year olds. There are no children attending with special needs and no children with English as an additional language.

There are currently three members of staff and regular parents who offer voluntary help. Two of the staff hold a relevant child care qualification. Other staff is currently working towards gaining qualifications.

The group is supported by an advisor from the Early Years Partnership. The group liaises with all other appropriate agencies to support children with special needs. The group work in close partnership with the local school.

How good is the Day Care?

Hollingbourne Pre-school Playgroup provides satisfactory standards of daycare.

the group is well organised with regular and permanent members of staff attending each session, along with regular parent volunteers. The group needs to continue to train and develop staff to ensure that the correct proportion of staff hold qualified status. The staff have good relationships with the children, giving sensitive and subtle support to them during the session. The children access clear table and floor space, imaginatively used by the staff to encourage full participation, although some

changes to some equipment may extend the children's independence. Most documentation is complete and available, although the group needs to extend some documentation and ensure that parents have access to policies and procedures.

The staff check the premises daily to check for potential hazards, there is a need to record their findings. The radiators need to be made inaccessible to the children due to their high heat. Good personal hygiene procedure are in place, and children are encouraged to eat healthily. The children have access to use well, resources that promote positive images. systems are in place to support children with special needs and protect children from harm.

the staff offer a full range of activities, equipment and resources to all the children. all children have equal access to the activities and support is offered fairly by all the staff. Good behaviour is recognised and praised. Staff challenge unwanted behaviour but do this subtly without belittling the child.

The parents have access to a full range of information, regarding their child's day. They have opportunities to converse with staff at the end of the session, sharing information openly. However, parents would benefit from, accessible policy and procedure statements.

What has improved since the last inspection?

At the last inspection, the group were asked to meet three aspects of care. Most of these issues have been met.

Risk assessments are carried out daily, including checks for the outside area. These are carried out successfully, although there is not written evidence of this occurring. It was however, observed during the inspection.

The operational plan is completed and available on request. This contains brief policy and procedures, parental information, aims and objectives.

The policies an procedure are all kept in a file, that is not accessible on a daily basis to parents. The group needs to ensure that all parents have access to the polices and procedures whenever they wish.

What is being done well?

- The staff encourages children to practice good hygiene, through washing hands, use of tissues and food handling. The staff effectively complete records of accidents and existing injuries.
- All staff positively recognise good behaviour and challenge sensitively, unwanted behaviour. Children are not made an issue out of due to their behaviour. staff give relevant explanations and discuss behaviour with the children openly and honestly. They also understand when a child's behaviour may change due to circumstances out of the setting.
- Safe systems are in place and implemented well for the safe collection of

children, taking into regard authority for other people to collect.

- Children are interacted with in a positive and pro-active way. The staff encourage children to participate in all activities and wait to invited into their play. Staff intervene when necessary to challenge issues and extend the children's thinking. The staff endeavour to create an inviting, warm and welcoming atmosphere for all children, parents and visitors.

What needs to be improved?

- the documentation; to re-organise, update, review and make all policies and procedures available to parents, extend children's records to ensure they can be cared for appropriately
- the children's access to very hot radiators
- the facilities for changing children who are not yet toilet trained
- the opportunities for children to be independent in selecting all equipment
- further opportunities for staff to develop and continue formal training.

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
1	Continue to develop staff's knowledge and skills through formal training.
2	Review, update and re-organise some polices and procedures.
4	Provide relevant facilities to allow fro children who are not toilet trained.
4	Protect the children from the very hot radiators.
5	Review some equipment to encourage children's independence.
9	Extend individual children's information to ensure the appropriate care can be given.

12	Make all policies and procedures available and accessible to all parents at all times.
13	Extend the child protection procedures and staff's knowledge to include allegations made against staff.

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

How effective is the nursery education?

Hollingbourne Pre-school Playgroup is acceptable and of good quality. The children are making generally good progress towards the Early Learning Goals.

The teaching is generally good. The children have a good range of activities that are pre-planned. The staff give flexibility to allow for changes of circumstances or particular interests. Staff use positive questioning, subtle and sensitive support in their interaction with all the children. Most children have opportunities to choose and decide their activities and participation. Staff introduce opportunities for children to relate their learning to their local environment and home situations. However, the planning of the children's activities needs to be extended. There is a limited link between the plans and what is recorded regarding the children's individual achievements and their future aims and targets. The evaluation of activities and children's achievements is also limited. A more effective link would enable a better system to show the effectiveness of the planning in all children's learning.

The staff positively encourage good behaviour, by being calm, professional role models to the children. The children are caring towards each other, and show a great respect for their surroundings.

The leadership and management of the group is generally good. The committee and staff work together to improve the education provision. The committee has a basic understanding of the educational format, so therefore most decisions are made by the staff team. Staff have opportunities to put their ideas forward, regarding development and training needs.

The partnership with parents does have some significant weaknesses. Parents lack information regarding the daily observations made of their children, and there is little link between parent's views on their child's development and the group's aims for the children. Parents lack guidance on how to extend the areas of learning out of the setting.

What is being done well?

- All the children have an understanding in most mathematical concepts. They can demonstrate clear understanding of shape, relating to both 2D and 3D shape. Children can count confidently and use numbers in all their play. Some have the ability to compare two numbers and can show their understanding of the highest of those numbers. They think problems through before giving the best solution to the answer.
- Children have many opportunities to use their environment around them to extend their thinking. They can use technology to full use, understanding how to make things work and questioning why they work. They experience many diverse cultures through play.

- The children use role play effectively. They act out familiar situations, either told about or have experienced themselves. They pretend to be roles that are often seen at home, with good use of resources and props that are made available.
- The staff give a sensitive approach to supporting the children in their learning. They allow the children to take the lead in play and only intervene when invited or if the situation arises through unwanted behaviour. They ask effective questions to extend children's' thinking.

What needs to be improved?

- the extension of the planning to link the topics and activities to each child's developmental level, to the observations and records of their achievements, to evaluate the effectiveness of the planning and activities and back to further planning to take the children to the next stage of development
- the information given to parents regarding records of their child's development, as well as extending opportunities for parents to participate and further develop their child's learning out of the setting
- the opportunities for all children to make choices and decisions to be extended in all areas of development, with particular regard to writing opportunities and independence.

What has improved since the last inspection?

The improvements since the last inspection is very good.

The group was asked to increase opportunities for children to understand the concept of addition and subtraction.

The children have many opportunities through practical activities to understand concepts of subtraction and addition. Mainly through songs and discussion and the use of resources freely available. Children can now demonstrate a better understanding of higher and lower values and can calculate simple differences between numbers.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are aware of the correct behaviour in the setting and remind others of this behaviour. They are interested and confident learners, intrigued in their activities and in other people. They independently access most selected resources and can meet their toileting needs independently too. However there are missed opportunities for children to pour their own drinks and select their own snacks and to select some resources independently such as dressing up clothes.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children are independent communicators, discussing and conversing with adults and peers, using extended language to explain a situation. Children relate words to rhymes from a good use of rhyming stories. They use examples of forming letters through structured exercise and use of songs and demonstrate a link between sounds and letters. Children lack opportunities to write for a purpose and label their work correctly and independently. They are not encouraged to use the sounds of letters.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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They are confident counters, counting up to 15. They have a clear understanding of shape and can associate both 2D and 3D shapes with everyday objects. They clearly demonstrate the concept of size and quantity and can recreate patterns from sequences. The more able children can compare two numbers and can calculate their differences, naming the higher number.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children are interested and intrigued wanting to know why, when, how, what. They use technology to find out relevant information, understanding what to press and procedures to follow to an end result. They clearly identify with familiar places within their play, their environment and express their experiences vocally through role play, using phrases and roles from familiar people. Some three year olds use real life examples to express their understanding of living things and their environment.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Most children are confident movers, safely negotiating space and others. They effectively use small tools and equipment for a purpose and with great dexterity. Some children can demonstrate an understanding of healthy eating and why good hygiene practice is needed. However there are limited opportunities to extend more able children's development with extended equipment and skills.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
<p>The children use many opportunities to freely represent their own creations and imaginations with good use of resources. They act out familiar roles with relevant resources, as familiar people. They confidently sing familiar songs, recognising the songs from the tune and sing using the correct words. However some three year olds are limited in making decisions for themselves over which songs to choose.</p>	
<p>Children's spiritual, moral, social, and cultural development is fostered appropriately.</p>	

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

- further extend the planning by using the foundation stage effectively, to link activities to children's levels of development, records of achievements and evaluations of activities, to show the effectiveness of the planning. Extend this further with regard to writing activities and opportunities for more independence
- provide opportunities and information for parents reflecting the aims and progression of their children and their records of development. Provide regular information to encourage parents to participate in and extend their children's learning out of the setting.

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.