



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 253520

DfES Number: 518013

INSPECTION DETAILS

Inspection Date	22/04/2004
Inspector Name	Hazel Taylor

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Holton le Clay Pre-School Group
Setting Address	Holton le Clay Infant School Church Lane Holton le Clay Lincs DN36 5AQ

REGISTERED PROVIDER DETAILS

Name	The Committee of Holton le Clay Pre-School Group
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ORGANISATION DETAILS

Name	Holton le Clay Pre-School Group
Address	c/o Holton le Clay Infant School Church Lane, Holton le Clay U/A Lincs DN36 5AQ

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

Holton le Clay Pre-School Group has been established for over 20 years and is committee run. For the past 15 years it has operated from one classroom within the Holton le Clay Infant School which is sited just off the main road through the village. The pre-school has easy access to a small playground area for outdoor play. It also has the use of the school hall and extended school grounds, including a sensory garden, when needed. The pre-school serves the local area and surrounding villages.

There are currently 43 children from 3 to under 5 years on roll. This includes 23 funded 3-year-olds and 13 funded 4-year-olds. Children attend for a variety of sessions. The pre-school currently supports one child with special needs and all children speak English as their first language.

The group opens five days a week during school term times. Sessions are from 09:00 until 11:45 and 12:45 until 15:15.

Seven part-time staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. Two staff are currently working towards a recognised early years qualification. The setting receives support from a teacher from the Early Years Development and Childcare Partnership (EYDCP) and is affiliated to the Pre-School Learning Alliance (PLA).

How good is the Day Care?

Holton-le-Clay Pre-School Group provides good care for children aged two and a half to under five years.

Staff work well as a team to ensure children are well cared for and supported. The premises are warm and welcoming, and the children are happy and settled. The staff have a consistent approach to their work which is supported by regular staff meetings, the sharing of good practice and a commitment to professional training. Effective systems are in place to keep children safe. A good range of policies,

procedures and written records are in place although the special needs policy lacks sufficient detail of current practice.

Staff give high priority to ensuring children's safety both within the provision and when taking them on outings. Good health and hygiene practices are maintained.

Staff use a good selection of play equipment and plan a good range of interesting activities which help children make progress in all areas of their development. Children are involved, interested and enjoy their play. Staff value children's contributions by being interested in what they do and what they say and responding positively to children's ideas. The group actively promote equality of opportunity, they promote and respect diversity by providing good toys and resources, promoting language, sharing cultural information, encouraging self-esteem in the children. Staff ensure that children with special needs are involved in activities, however, independent educational plans are not sufficiently co-ordinated within planning and assessment systems used by key workers.

Staff act as good positive role models and give clear guidelines for children's behaviour, as a result the children are very well behaved.

There is a good partnership with parents and carers. Parents appreciate the warm welcome and friendly interaction of the staff. They are provided with helpful information about the pre-school and can discuss their child's progress on a regular basis.

What has improved since the last inspection?

not applicable

What is being done well?

- Staff work well as a team to provide a stimulating learning environment. They develop effective relationships with the children and sensitively engage children during practical activities. Consequently, children are well supported, they feel secure and they make progress in all areas of their development.
- Risk assessments are comprehensive and work effectively to minimise hazards and ensure children's safety both inside and outdoors.
- The pre-school actively promotes equality of opportunity through their positive attitudes and practices. All children are included and are treated with equal concern.
- Staff manage children's behaviour effectively with praise, encouragement and reassurance given. Children have clear and consistent boundaries and know what is expected of them. As a consequence, children respond well to the staff's high expectations and behaviour is very good.
- Staff have developed a good partnership with parents due to effective written and verbal communication. Parents are kept well informed about the provision, the curriculum and the children's progress. This has a positive

impact on the care and well being of the children.

What needs to be improved?

- the special needs statement to include reference to all current inclusive practices.
- the further development of the role of the key person, to include the co-ordination of planning and record keeping for individual children with special needs.

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
10	Ensure that the written statement about special needs makes reference to all current inclusive practices.
10	Further develop the role of the key person, to include the co-ordination of planning and record keeping for individual children with special needs.

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

How effective is the nursery education?

Holton-le-Clay Pre-School Group provides a happy and welcoming environment where children make generally good progress towards the early learning goals. In some areas, such as, personal, social and emotional development, maths and language skills, physical development and knowledge and understanding of the world progress is very good. This is a result of the skilful methods staff use to engage children's interest and to foster their independence and self-esteem.

The quality of teaching is generally good. Staff have a sound understanding of the foundation stage and provide a stimulating range of activities to help children learn. Planning and assessment systems generally provide a suitable framework to help children make progress. These systems, however, are not consistently used effectively to ensure some activities will be sufficiently adapted or extended to fully support differing abilities, nor that they build on children's previous experiences.

Children are developing good concentration skills and are able to persevere with more challenging tasks, although they have more limited independent opportunities to access the full range of creative resources, use their imagination freely and meet challenges in art and design. Children behave well in response to high expectations from staff and this has a positive impact on relationships.

The leadership and management of the school is generally good. Effective leadership ensures that good early years practice is shared and staff have a strong commitment improving standards through training. Staff regularly evaluate the provision, however, further review and refinement of the monitoring and evaluation systems will enhance planning.

The partnership with parents is very good. Staff talk to and share information with parents about their child's progress. Parents receive good quality written information and are encouraged to be involved in the children's learning.

What is being done well?

- Staff work well as a team to provide a stimulating range of activities, good role models and harmonious learning environment in which children feel safe to explore new experiences. Staff promote children's learning well through careful questioning which extends children's thinking.
- Children's personal, social and emotional development is very good and a strength of the pre-school. Children are happy, motivated and able to work on their own. Children are good communicators - they negotiate and use talk to organise their play with others. Children form effective relationships with each other and the staff. Excellent standards of behaviour are maintained.
- Staff consolidate and extend children's language, literacy and mathematical

learning by giving them opportunities to practice their skills and knowledge in a variety of purposeful activities and role play situations.

- Children access and use a good range of opportunity to explore and find out about the natural environment. They can confidently communicate details of past and present events in their lives, those of their families and other people they know. Good use is made of technological resources to support children's learning
- Children benefit from the wide range of activities both inside and outside that support their physical development.
- Staff's have a clear understanding of the importance of partnership with parents and this has a positive impact on children's development and learning. Parents receive good quality written information about the curriculum and their children's progress which is reinforced verbally on a regular basis.

What needs to be improved?

- the planning to identify how activities can be sufficiently/consistently differentiated to ensure that children of all abilities are able to gain the most from the activity and the learning materials
- the monitoring and evaluation systems so that evaluative assessments inform future planning and thus ensure that children's learning opportunities are broad and balanced over time and are differentiated so that they build on their previous knowledge and understanding
- the opportunities for children to independently access the full range of creative resources and tools, use their imagination freely to express their ideas and meet challenges in art and design.

What has improved since the last inspection?

At the last inspection, the pre-school agreed to extend their painting programme to include times when the children are given suitable items to observe, then draw and paint. They also were asked to review the manageability of the planning and assessment systems.

The pre-school has made very good progress since the last inspection and regularly provides children with opportunities to draw and paint subjects of which they have had first-hand prior experience. Staff encourage children to look closely at items and by good questioning help them to identify features which can be represented graphically.

Staff have had a number of reviews of their planning and assessment and this has developed their practice since the last inspection, however, this is ongoing with reference to current guidance.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children work well independently and in groups. They are enthusiastic and well motivated. Children are confident, expressing their needs and taking the initiative in a variety of situations. Children are developing an awareness of self and others of different cultures and beliefs. They develop good relationships both with adults and their peers. Behaviour is very good.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children are good communicators. They interact well with adults and peers, negotiate and use talk to organise their play with others. Children are learning the conventions of reading, respond enthusiastically to stories and staff introduce new vocabulary well. Children are able to write or trace their names independently and have opportunities to attempt writing for different purposes in role play. Older and more able children link sounds to letters and write simple words.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children can count in sequence to ten. More able children are developing their awareness of larger numbers and can recognise and write some numerals. Children use number names and mathematical vocabulary spontaneously and are developing problem solving skills during everyday situations such as role play, singing and snack time. Good one to one activities are used to develop children's understanding of addition and subtraction. Children use language well to compare shape, position and size.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children learn about the natural world and living things and have the opportunity to explore the environment and use their senses to describe materials. They talk about past and present experiences in their own lives and learn about the lives of others, including those from other cultures. Children are developing an awareness of the local area and its features through planned trips out in the community. Good use is made of information technology to support children's learning.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children's small hand skills and whole body movements are developed through effective use of a wide range of equipment and large apparatus both indoors and outdoors. They have opportunities to practice a range of skills, including balancing and climbing, and use available apparatus with confidence and co-ordination. They are developing good spatial awareness. Children are developing an understanding that good practices with regard to eating, hygiene and exercise can lead to good health.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children respond well to the imaginative role play opportunities offered which are linked to themes. Children explore colour, shape and texture during planned creative activities but have more limited opportunities to independently select tools and resources and to express their ideas freely and imaginatively when designing and making. Children enjoy playing musical instruments and are able to express themselves creatively through a variety of musical activities including movement.

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

- ensure that the planning identifies how activities can be sufficiently and consistently differentiated to ensure that children of all abilities, including those with special educational needs, are able to gain the most from the activity and the learning materials
- develop the monitoring and evaluation systems so that evaluative assessments inform future planning and thus ensure that children's learning opportunities are broad and balanced over time and are differentiated so that they build on their previous knowledge and understanding
- improve the opportunities for children to independently access the full range of creative resources and tools, use their imagination freely to express their ideas and meet challenges in art and design.

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.