



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 135294

DfES Number: 585535

INSPECTION DETAILS

Inspection Date	23/09/2003
Inspector Name	Maggie Thorp

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	GRAFTON PRE-SCHOOL
Setting Address	UNITED REFORMED CHURCH PARLOUR MAIN AVENUE ENFIELD MIDDLESEX EN1 1DJ

REGISTERED PROVIDER DETAILS

Name	Mrs ROSEMARY Stella HUTLEY
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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

Grafton Pre-school has been managed by the current owner since 1992. The Pre-school operates from the United Reform Church building which is situated in a residential area of Bush Hill Park. Children are based in one room and also use a purpose designed outdoor play space and the large hall. The Prechool operates for eight sessions a week, every morning from 9:00 - 11:45 and Wednesday Thursday and Friday afternoons from 12:15 - 3pm. Children attend from the local community.

It is registered to care for 20 children between 2-5 years. There are currently 52 children on roll, this includes one education funded four year old and 32 funded three year olds. A few children speak English as an additional language. There are no children currently attending with special needs. Five staff work directly with the children including the proprietor. All staff have an early years qualification. They are members of the Early Years Development Childcare Partnership and attend training provided by the Early Years Development and Childcare Partnership.

How good is the Day Care?

The organisation of Grafton Pre-school is good. There is an effective key worker system in place and staff are attentive and involved in children's play. The staff team work well together and staff take full advantage of the training opportunities available in the borough to develop their knowledge and skills. Staff recruitment procedures are mostly effective but full records are not always kept on file. The Pre-school provides a stimulating environment for children. The garden is particularly well planned to provide a rich play environment.

The safety and care of the children is good. Staff are vigilant about child protection and supporting children with special needs. The premises are very clean, well maintained, and secure. Most of the Pre-school's policies and procedures are comprehensive and they are implemented effectively. However, the policy on children not collected does not state how children's safety is ensured if staff take children home.

The range and quality of the activities and their impact on children's well being is good. The Pre-school is very well resourced and a wide variety of experiences are planned for children. However, staff set out the play resources for children and these are changed each day thus limiting children's ability to fully explore them. Children's behaviour is good they help each other and co-operate well with staff.

The partnership with parents is satisfactory. Parents receive good information about the Pre-school both in the brochure and parent notice board, which displays photographs of the children engaged in the different activities provided. However, the process for settling children in does not enable parents to stay with their children until they are settled. Parents meet regularly with key workers to discuss their children's progress and staff have recently introduced profile books which further enhance the good links between children's homes and the Pre-school.

What has improved since the last inspection?

No actions were required to be carried out at the last inspection.

What is being done well?

- The systems in place for staff training and development are very good. They enable staff to keep up to date in current child care practice and ample time is scheduled for staff to plan and discuss their work.
- The key worker system is effective in meeting children's individual needs and keeping parents informed about children's progress.
- The organisation of the outdoor play space has been carefully planned to provide a rich environment for play with attention given to each of the five senses.
- Many written policies are comprehensive and implemented to good effect especially for health and safety, behaviour and special needs.

What needs to be improved?

- procedures for appointing and checking staff;
- procedures for lost or uncollected children;
- process of settling new children.

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
1	Carry out full checks on staff, keep evidence of references taken up, staff's qualifications and records of their previous experience.
2	Amend procedures for lost or uncollected children to include how children's safety will be ensured.
12	Review settling in procedures to allow parents to stay and offer their children additional support during the settling in period where needed.

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

How effective is the nursery education?

Grafton Pre-school provides children with a stimulating environment, which helps children to make generally good progress towards the early learning goals. The outdoor play space is particularly well planned. There is a wide range of equipment that supports children's progress in all areas of learning. The teaching is generally good with one very good aspect. Interesting activities are planned and provided although these are set out by staff and changed daily. This means children have less opportunity to develop their play and learning or use their own ideas. Staff are not always clear about what children could gain from activities and how they could be extended for more able children. Children relate well to each other and their behaviour is good.

A comprehensive assessment system has been developed to monitor and record children's progress. Currently there are no children with special educational needs attending the setting although there is an effective system in place to provide good support. Children who do not use English as their first language are helped to participate fully.

Leadership and management are generally good with one very good aspect. The Pre-school benefits from good management and leadership by example. Staff are keen to develop their knowledge and skills and ample time is provided for staff training, and for discussion and planning.

Partnership with parents is generally good. New parents receive comprehensive information about the Pre-school and are able to visit prior to their children starting but they are not able to stay with children when they are settling. Parents are able to regularly read children's records of achievement and to meet with staff to discuss their children's progress.

What is being done well?

- Children listen well and contribute to discussions with confidence. Persona dolls are used very effectively to promote discussion and check children's understanding of stories.
- Good use is made of the playroom, large hall and garden to provide opportunities for children to be active and develop balance, agility and co-ordination.
- Children are able to explore a wide range of natural materials and ways of promoting children's sensory development in the outdoor play space are carefully planned and provided.
- Staff maintain up to date records of children's progress and plan next steps in their learning. The new profile books they have introduced are further developing this.

- Strong leadership and the staff's enthusiasm for training and putting new ideas into action ensures children are offered a rich learning environment.

What needs to be improved?

- clarity about what children can learn from the activities provided and how this can be extended for more able children;
- the opportunities for children to develop their own ideas and to practice and refine skills.

What has improved since the last inspection?

There was only one key action resulting from the last inspection - to identify the aim of activities in the written plans. This has not been fully implemented. A general aim is noted for each week but overall plans for what children could learn from the activities are unclear and no differentiation is made for older and younger children.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children's progress in this area is generally good. Children participate in activities with enthusiasm. They are able to express their feelings in group times and their understanding about how others might feel is reinforced by the skilful use of persona dolls. The children relate well to each other and to adults. They are able to wait and to take turns. They are able to take responsibility and enjoy being the helper at snack time. Children explore their own and others' cultures.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children are making generally good progress in this area. They listen and respond to stories with their own ideas and feelings. Story props further enhance these discussions. Many children recognise their own name card and add it to a wall display on arrival. Children's interest in writing is fostered effectively through the well resourced writing area and the incorporation of writing opportunities in role play. Many children write and know the names of different letters of the alphabet.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children are making generally good progress in this area. Maths concepts are planned into many activities and circle times. Children are able to count, measure, and compare sizes. When playing shops children recognise numbers on prices and count coins. Children are learning to do simple calculations through number rhymes, action songs and when helping to prepare snack time. They talk about and explore 3 D shapes in model making activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children are making generally good progress in this area. Children investigate texture, weight and the properties of many different natural materials. They enjoy using all their senses and finding out about the natural world in their purpose designed garden. They celebrate different festivals although not always those of current children. Children gain a sense of place and of time through the use of maps and imaginative play and through contributing to a 'what things used to be like' project.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children are making very good progress in this area. Activities are carefully planned to encourage children to use a range of tools, which they do with confidence. Children have many opportunities to develop agility and balance on the climbing equipment set up for each session, the use of the large hall and the well equipped garden. They are gaining an awareness of how to keep safe and healthy through role play and through projects which have included a visiting nurse and dentist.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children are making generally good progress in this area. Children participate in the many well resourced role play activities. There is a very good selection of small world resources. They paint and explore colour using a variety of different techniques. However, opportunities for children to use their own ideas in creating pretend worlds and artwork are reduced as they are usually fully set out by staff. Children enjoy listening to a variety of music, using musical instruments and singing.

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

- plan and record what children at different stages of development could learn from the activities provided and how the staff's role will facilitate this in order to extend children's learning;
- organise play resources so that children have opportunities to use their own ideas, practice and refine their skills and develop their play.

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.