



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 303246

DfES Number: 535029

INSPECTION DETAILS

Inspection Date	05/05/2004
Inspector Name	Pauline Garfield

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Linx Pre-School
Setting Address	Lilly Hall Road Maltby Rotherham South Yorkshire S66 8BE

REGISTERED PROVIDER DETAILS

Name	The Committee of Linx Pre School
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ORGANISATION DETAILS

Name	Linx Pre School
Address	Lilly Hall Road Maltby Rotherham South Yorkshire S66 8BE

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

The Linx Pre School opened in 1982. It operates from a room in the community centre in Maltby. The Pre School have a separate entrance, toilet and outdoor play facilities. The nursery serves the local community.

There are currently 39 children on roll including 27 funded three year old's and one funded four year old. Children attend for a variety of sessions. There are no children with English as a second language and one child who has special educational needs attends the Pre School

The Pre School opens from 09:00 - 11:30 and 12:45 -15:15 five days per week term time only apart from Wednesday afternoon when a parent and toddler group is held. There are 9 members of staff, of which two are qualified and three are working towards relevant childcare qualifications. The nursery receives support from an outreach teacher and also from the Local Authority.

How good is the Day Care?

Linx Pre School provides good provision overall for children aged from 2 to 5 years. Sessions are planned and organised by the experienced staff team. Some staff are appropriately qualified and others working towards qualifications. They interact effectively with children to support their learning and development. Students on placement are given appropriate support and induction. Policies and procedures are implemented effectively and staff are encouraged to access training from the Local Authority. Staff have a good awareness of the importance of safe supervision and good risk assessment procedures.

Staff know the children well and interact effectively to support learning and development. They provide positive role models, encouraging children to be caring and cooperative. The group support children with special needs and work effectively with parents and other professionals.

Partnership with parents is good. Parents are well informed about the group's

policies and procedures and receive information via newsletters and prospectus. There is a key worker system in place, staff work in partnership with parents but not all parents are aware of the keyworker system and children's progress towards the early learning goals.

Most required policies and procedures are in place and records are stored securely.

What has improved since the last inspection?

They have improved dressing up clothes, books and celebrate various festivals. Alterations have been made to the building and the group have a new entrance, separate toilets and outdoor facilities.

What is being done well?

- Staff give attention to meeting children's individual needs, activities are well thought of easily accessible and planned to accommodate children's age and stage of development.
- Staff know children well and respond effectively to support individual needs. The provision has a good range of equipment toys and furniture to meet the needs of the children.
- Good behaviour is valued praised and encouraged. Staff support children with special needs well and work effectively with parents and other professionals.
- Staff create a positive environment which promotes caring and cooperation, children are helped to be sensitive to the needs and feelings of others.

What needs to be improved?

- missing child procedure
- child protection procedure
- complaints procedure
- parental permission for sun cream and plasters if appropriate
- recording of children's arrival and departure times.

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
2	missing child procedure to be updated to include if a child is lost.
2	record arrival and departure times of children.
7	obtain written permission from parents before administering plasters or sun cream to children.
12	ensure complaints procedure contains the address of Ofsted.
13	develop child protection policy to include if an allegation is made against a member of staff or a volunteer.

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

How effective is the nursery education?

Linx Pre School offers generally good provision overall. Children are offered a range of opportunities and make generally good progress towards the early learning goals.

Teaching is generally good, the staff are enthusiastic and work well together to provide an interesting curriculum. Planning is generally good with generally good challenges set in activities for three and four year old's with some gaps in mathematical development and communication, language and literacy. Assessment does not have links to inform planning. There are no formal open days to share assessment with parents and for them to contribute to children's progress towards the early learning goals.

Staff provide good role models for the children to follow and behaviour management is generally good. They praise, encourage and support children's achievements.

The leadership and management of the group is good. The managers are dedicated and enthusiastic and offer supportive leadership encouraging staff training and development. They continually strive to improve the service offered.

Parents are provided with a good amount of information about the nursery and demonstrate satisfaction with the provision.

The nursery is well supported by a teacher from the Local Authority.

What is being done well?

- Staff know the children well, establish relationships and set good challenges in activities.
- Staff are enthusiastic and are consolidating their understanding of the curriculum through training.
- Children's are encouraged to enjoy books on a one to one basis and in small groups using a variety of visual aids.

What needs to be improved?

- further opportunities to compare and calculate
- linking sounds to letters
- sharing children's assessments with parents

What has improved since the last inspection?

The programme for physical development has been improved and new resources purchased.

More opportunities to raise awareness of other cultures and religious events has been organised.

A very good range of new equipment has been provided.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children have a positive approach to new learning. They seek out others to share experiences and achievements. Children are developing social skills and independence. Children are able to independently self select activities and four year old's persist at an activity of their choice for an extended length of time. They all make generally good relationships with adults and each other, respond well to boundaries and are beginning to manage their own behaviour.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children's language is developing and they are able to listen and respond to simple instructions. Children listen and join in with stories on a one to one basis and in groups predicting how the story might end. They are able to ascribe meanings to marks and use a variety of materials to develop their manipulative skills. Children are able to form patterns and shapes. Some three year old's are able to form recognisable letters and write their first name.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are developing an interest in shape recognition, number and mathematical language. Children are beginning to reliably recognise and count number. Not all children are able to compare two groups of objects saying when they have the same.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children show curiosity observe and manipulate objects. They can competently use everyday tools for a purpose. Children have an interest in the world they live in and show a sense of time. They show a good interest in ICT and can write their name and complete a simple programme on the computer with assistance.

PHYSICAL DEVELOPMENT

Judgement: Very Good

They move around freely and confidently with coordination showing good self control and spatial awareness. Children show increasing control in using equipment for balancing. They are able to use a variety of small equipment and engage in activities requiring hand eye coordination. Children show an awareness of good hygienic practises and body awareness.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
<p>They are able to explore colour, shape and texture. Children have generally good opportunities for regular experience of creative arts play. They respond to experiences showing an interest in what they see, hear and smell. Children enjoy good role play notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</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

- Plan and provide regular opportunities for children to further develop mathematical development in comparing and calculating.
- Plan and provide regular opportunities for children to develop linking sounds to letters.
- Provide opportunities for parents to contribute to on going assessment and use children's achievements to inform future planning to include how children will be grouped.

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.