



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 113660

DfES Number: 521044

INSPECTION DETAILS

Inspection Date 27/01/2005
Inspector Name Teresa Elkington

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Pound Hill Pre-School
Setting Address Community Centre
Worth Road
Crawley
West Sussex
RH10 7EP

REGISTERED PROVIDER DETAILS

Name The Committee of Pound Hill Pre-School

ORGANISATION DETAILS

Name Pound Hill Pre-School
Address Poundhill Community Centre
Pound Hill
Crawley
RH10 4ED

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

Pound Hill Pre-School has been registered since 1989. It is a community group and is managed by a voluntary committee, made up of parents whose children attend the pre-school. It is situated in the Pound Hill Community Centre in Crawley, West Sussex, which is within walking distance of local shops and schools. It comprises of a large hall, toilet facilities and a kitchen area. Children also have access to an enclosed outside area.

The group is registered to provide care for 24 children aged 3-5 years. There are currently 40 children on the roll, which includes children in receipt of funding for nursery education. The Pre-school supports children with special educational needs, and also supports those who speak English as an additional language. The facility is open Monday to Friday during school term time from 09:00 to 12:00.

They have six members of staff, four of whom are on duty on a daily basis. Staff working in the group have experience in working with young children, with some holding relevant qualifications.

How good is the Day Care?

Pound Hill Pre-School provides good quality care. The pre-school is well organised and staff work well together as a team. They provide a warm, child friendly environment where children are happy and settled. There is an effective operational plan in place which guides the staff team in their daily practice. Staff demonstrate a sound understanding of health and hygiene issues, there are good safety measures in place and children are safe and well cared for. All regulatory documentation is in place and is well organised and stored securely.

Staff have a good knowledge of each child's needs and interests. They form warm, caring relationships with the children who are happy and confident to try new experiences. Staff plan and provide an interesting range of worthwhile topics and activities, helping children make good progress in all areas of development. The pre-school organises the space and resources well, allowing many opportunities for

the children to self select from the wide range of resources available to them.

The pre-school promote inclusion for all children and actively support those who have English as an additional language. Staff have a clear understanding of their role in child protection and know how to proceed if they have concerns. Staff readily give praise and encouragement to the children and have a good understanding of managing children's behaviour. Effective procedures are in place for the ongoing development of the staff team, however no formal induction process is in place to support new staff.

There is an effective partnership with parents and good links are forged between the pre-school and home. Parents are provided with comprehensive information about the pre-school, and all policies and procedures are readily available to them. The regular exchange of information on children's progress ensures that their individual needs are well met.

What has improved since the last inspection?

Not Applicable.

What is being done well?

- Good daily routines are in place, which offer a varied programme of stimulating and interesting activities to ensure that children's individual needs are met and that all areas of development are built upon. Staff support children well in all their chosen activities to ensure that children get the most from their learning and play experiences.
- Effective use is made of the ample range of toys, equipment and resources. Children play enthusiastically with the toys which stimulates their imagination and encourages early learning.
- Staff show a clear understanding of the importance of maintaining health and safety within the whole of the pre-school environment. Effective procedures and precautions are in place to ensure children's health and well being throughout the pre-school routines.
- The staffing team manage children's behaviour consistently whilst respecting children's differing levels of understanding. Praise and encouragement is readily given to children to encourage their awareness of right and wrong.
- A partnership approach is adopted to ensure that children are cared for according to parents wishes, which provides a consistent approach to the care of the children.

What needs to be improved?

- the induction process for new staff.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There are no complaints to report.

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	Ensure that an effective induction process is available for new staff.

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

How effective is the nursery education?

Pound Hill Pre-school offers high quality nursery education, where children make very good progress towards the early learning goals.

The quality of teaching is very good. Staff show a good knowledge of the early learning goals and have a clear understanding of how children learn. They plan a wide variety of practical activities, both in and outside across all areas of learning. Staff observe the children during free and focussed activities and use their notes to assess children's achievements, this helps to identify children's stage of learning and allows staff to plan the next steps in each child's learning. Staff use excellent questioning techniques and encourage children to think and express their own ideas. The staff work extremely well together to create a calm, welcoming child-centred environment. Staff independently support all children and help them progress. Children are encouraged to be helpful and supportive to each other and behave very well.

Leadership and management is very good. Staff work well as a team and clear communication and guidance allows them to provide a stimulating well-balanced programme. There are regular appraisals that identify training needs and staff are encouraged to enrol on relevant course and sometimes cascade these, this supports staff in their role and ensures they have the latest and most relevant information available. There are clear aims for the provision and staff, which reflect a commitment to improving the quality of care and education.

The partnership with parents is very good. Parents receive good information about the foundation stage. The information outlines what and how children will learn, this ensures parents understand that play has an important role in developing children's skills for the next stage of learning. A good two way flow of information ensures staff and parents are fully aware of children's achievements.

What is being done well?

- Staff create a well planned and stimulating environment where children learn through a wide range of practical activities. Good use is made of all resources and many opportunities are provided throughout the daily routine for children to self-select and make decisions for themselves.
- Children are encouraged to explore and investigate a range of resources and activities that are provided through the daily routines. They talk in detail about themselves and have an understanding of the world around them.
- The pre-school provides a positive partnership with the parents. Opportunities are available for parents to share with staff their children's progress and achievements through verbal and written feedback. Parents are well informed as to the programme of activities their children will be

undertaking during the term and are encouraged to take an active part in their children's learning.

- Staff question children effectively, encouraging them to think and contribute their own ideas. They take a genuine interest in what children have to say and provide many opportunities to allow children to do this.

What needs to be improved?

- the development of planning.

What has improved since the last inspection?

Very good progress has been made to the areas highlighted at the previous inspection; develop documents for the recording of children's progress through the foundation stage; display children's work so that greater emphasis is given to their creative and design skills.

The Pre-school have adopted the Local Authority Developmental profiles to enable them to record how children are progressing through the early learning goals. The records are shared formally with parents to show how their children are progressing.

Displays of children's creative and design skills are well presented around the pre-school walls. Some displays show children's work as a whole group highlighting the theme being cover, whilst others show individual work of children.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are extremely well motivated. They concentrate well at self-chosen activities for long periods of time. Children are developing good relationships and get on well with peers and adults. They understand the need to share and take turns when playing together. Children behave very well and respond to requests for good behaviour. They understand the rules within the setting and abide by them.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children speak very confidently to peers and adults. They talk openly during circle time, expressing their ideas and experiences well, using good vocabulary. Children are confident writers. They practise their writing skills in the writing area and when labelling their own work. Children enjoy books and handle them carefully. They spend time 'reading' and sharing books with friends and adults and can relate well-known stories by looking at the pictures.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count confidently and recognise numbers from one to ten with ease. They choose number activities during free play and enjoy number rhymes and songs. They can recognise a group of three objects without counting. Children understand the concept of simple additions and subtraction. They can say what is one more or one less and attempt to add two groups of objects. Children's understanding of shape and measure is developing well.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children select and use appropriate materials and tools competently to create collages and models. Children are confident in using information and communication technology. They use telephones, tills confidently during role-play. Children are beginning to understand past and present. They discuss people, places and events in their own lives. Children learn about different cultures and beliefs through well planned topic work such as other countries and religious festivals.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are confident when using outdoor play equipment and show good co-ordination and control. Children understand the importance of keeping healthy and personal hygiene. Children's fine motor skills are developing well. They are competent when selecting and using small equipment such as scissors, glue sticks and paintbrushes. Children's hand and eye co-ordination is good. They are skilful when playing throwing and catching games.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children's creative development is very well supported by the stimulating range of resources and activities provided. Children use their imagination and express their ideas in a variety of different ways. They act out well-known scenarios and stories during role-play. Children express themselves creatively through a range of mediums. They paint, draw and make collages that represent their experiences.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report but consideration should be given to the following area;
- Continue to develop the planning to show how activities will be adapted for children performing at differing levels.

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.