



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 253328

DfES Number: 519317

INSPECTION DETAILS

Inspection Date	27/09/2004
Inspector Name	Cheryl Wilson

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Prebend Pre-School
Setting Address	New Methodist Church Hall Prebend Passage Southwell Nottinghamshire NG25 0LD

REGISTERED PROVIDER DETAILS

Name	Prebend Pre-School 1036865
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ORGANISATION DETAILS

Name	Prebend Pre-School
Address	New Methodist Church Hall Prebend Passage Southwell Nottingham NG25 0LD

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

Prebend Pre-School has been registered since 1989 to care for a maximum of 30 children between the ages of 2 and 5 years of age. It operates in the Methodist Church Hall in the small town of Southwell and serves the local area.

The group opens on Monday to Friday during school term times and sessions are from 09:00 until 12:00 each day.

There is a total of 62 children on roll. This includes 41 funded 3-year-olds and 6 funded 4-year-olds. Children attend for a variety of sessions. The setting supports a number of children with special needs. Currently there are no children who speak English as an additional language.

Ten staff work with the children, seven of whom hold an early years qualification to level two or three. The setting receives support from a teacher from the Early Years Development and Childcare Partnership and is a member of the Pre-School Learning Alliance.

How good is the Day Care?

Prebend Pre-school provides good quality care for children. The majority of the staff have worked at the pre-school for some time and are deployed effectively to ensure that children receive consistent care that is suited to their individual needs. Staff demonstrate a commitment to enhancing their knowledge and skills by regularly attending short courses and further training. Staff organise the available space well to provide a warm and welcoming environment that provides areas for active play, quiet activities and rest. The pre-school has a broad range of well maintained equipment, including a good selection of resources that reflect diversity. Policies, procedures and records are well organised and used effectively to support the management of each session.

Staff are vigilant in ensuring that children are able to play in a safe and secure environment. There are effective procedures in place to ensure children's individual

health, care and dietary needs can be met. Suitable hygiene practises are encouraged but staff do not always ensure that the risk of cross infection is effectively minimized. The pre-school has the required child protection procedures in place and the knowledgeable staff share this information with parents.

The pre-school is organised to give children the opportunity to work as individuals or in group situations. They are involved in a broad range of well planned and organised activities that are adapted to suit the level that each child is working at. Enthusiastic staff work directly with children, spending time talking to them about their ideas. The pre-school has an inclusive policy and is able to give children with special needs very good support. Staff are consistent and calm in their behaviour management, consequently children are happy and well behaved.

Staff and work well in partnership with parents and effectively share comprehensive information about the setting and details of children's care.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Staff and committee work well in partnership with parents and effectively share comprehensive written information about the setting. Staff regularly liaise with parents to share information about individual children's care, routines, activities and development.
- The pre-school is well organised with staff roles and responsibilities clearly identified. Staff and volunteers are well deployed to provide a good ratio of adults to children and all adults interact well with children to promote their sense of well-being.
- Staff use positive behaviour management strategies to create a calm and purposeful atmosphere whereby children are regularly praised and valued, consequently they are very well behaved in all situations.
- Policies, procedures and records are well organised and used effectively by the staff to support the management of each session.

An aspect of outstanding practice:

The pre-school has high regard for ensuring that it can meet the needs of all children, including those with special needs. The committee and staff are proactive in ensuring that appropriate action is taken when children with special needs are admitted to the setting, such as adapting the environment and requesting further training. All staff work very well in partnership with parents, value their contribution and use the information parents give to them to meet children's needs. The pre-school actively seeks the support of health professionals, inclusion support workers and teachers to identify how they can best care for children with special needs. The team are skilled in devising, implementing and reviewing Individual Education Plans to identify small steps of achievement and to ensure that children make good progress in their learning. Staff regularly celebrate, with parents, the

progress that children with special needs are making and are flexible in their approach to meet children's changing requirements.

What needs to be improved?

- the arrangements to ensure that the risk of cross infection is minimized, when children are sharing a bowl of water to wash their hands, during activities in the main hall.

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
7	Take positive steps to promote the good health of children and prevent the spread of infection with regard to hand-washing during activities in the main hall.

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

How effective is the nursery education?

Prebend-Pre-school provides high quality nursery education which enables children to make very good progress towards all areas of the early learning goals.

The quality of teaching is very good. Staff are skilled practitioners who plan an effective curriculum. They adapt activities and use good questioning techniques to ensure all children have suitable challenges. Their wide variety of teaching methods motivate and enthuse children. All staff contribute to assessment and planning, which clearly identifies what individual children need to learn and how this can be achieved.

Good team work ensures a well run session where children feel secure and welcomed, are well behaved and play purposefully. Space is organised effectively and they make good use of their wide range of play materials to create an interesting learning environment. Staffing levels allow good levels of support for children. They provide an inclusive approach so that all children, including those with special educational needs and for whom English is an additional language, can fully participate in the session.

The leadership and management of the pre-school is very good. The supervisor and committee have developed a team who work together to achieve a happy environment where children are ready to learn. This is particularly evident in their commitment to working with parents to meet the individual needs of children. There are clearly defined ways for sharing and reviewing information between practitioners and the committee on a regular basis and for evaluating their practice. The committee support the ongoing professional training needs of staff effectively.

The partnership with parents is very good. There is a comprehensive range of written information, which informs parents about the setting and the curriculum being delivered. An effective key worker system establishes regular communication, where parental involvement in their child's learning is valued and used to inform their planning.

What is being done well?

- Staff have a sound knowledge of the early learning goals and use this to plan a wide range of purposeful activities. Their planning is firmly based on their observations and assessment of children and on what the children's next steps in learning should be.
- The children are motivated learners who are keen to participate in activities. They make choices and show good levels of involvement and concentration at activities.
- Management facilitate the ongoing development of staffs' professional skills

and knowledge through good training opportunities.

- The staff demonstrate clear understanding of how young children learn. They employ a wide range of strategies to promote children's language and thinking skills. For example, by asking open ended questions and using dolls and puppets to promote questions and discussions. Consequently children's language is developing well and they are keen problem solvers.
- Children enjoy books and use them independently as well as looking at them together with their friends. They turn the pages front to back and discuss what they observe and are able to treat books with care.

What needs to be improved?

- opportunities for all parents to contribute to their child's development records on an ongoing basis.

What has improved since the last inspection?

Very good progress has been made since the last inspection. The staff have introduced effective measures to improve opportunities for children to practice their emerging writing skills in a number of their everyday play situations. The role play area has writing implements and paper. These are adapted according to the themes. For example, children were taking food orders in the café with spiral notebooks and pencils. On other occasions they make shopping lists or write messages from a telephone call. Children routinely label their own work and purposeful activities are planned which incorporate writing, such as their card for grandparent's day. New resources have been purchased such as small sand trays, so that young children can mark make in damp sand. Children now have more regular opportunities in a wider variety of ways to practice and consolidate their skills in this area. They use the materials well and find them fun.

They have also extended the way that children use technology to support their learning. They have purchased a "Pixie" and this is used effectively by staff to support a wide variety of activities across the curriculum. Children learn how to use the tape recorder when playing listening games, for music and movement or to record their speaking and singing voices. Staff have incorporated this in a purposeful way and children engage fully with using the available equipment.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

The children are confident and have a positive approach to taking part in new experiences, such as putting their hands in the "feely" bag and describing the fruits inside. They are well behaved and respectful of others, which reflects the way that they are managed by staff and the range of experiences they are offered to inform them about the wider world. Three-years-olds are able to share, take turns and are comfortable with the daily routines. They are developing good levels of self care.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

The children enjoy stories and books. They respond with pleasure and concentrate well during group sessions. Children are developing an understanding of letter sounds and the letter which corresponds with this. They recognise familiar words, such as their name. Their developing language skills are used to express ideas and feelings or to make their wishes known. Children mark make and write at a number of activities, such as taking orders at the café. Some children form recognisable letters.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are interested in number and often count spontaneously. Three-year-olds can count 1-5 and some children count beyond this and are able to count an irregular group of objects. Through good practical activities, older children are beginning to develop an understanding of adding groups of objects together or saying what one more would make. They know simple shapes and use this knowledge when using construction materials to develop representational models.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

The children show a desire to explore and investigate, for example the feely sack containing fruits they were unfamiliar with. They observe and comment on how the skin feels, how the fruit smells. Children share thoughts about events in their lives and others close to them while making gifts for grandparent's day. They show awareness of operating programmable equipment such as the "Pixie". Good planned opportunities allow the children to explore constructing with a variety of materials.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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The children move confidently and safely when using the climbing frame and when responding to music and movement sessions. They have good coordination skills, climbing the ramp using alternate feet and experimenting with different ways of coming down the slide. They move safely, aware of others in their vicinity. They persevere with actions when developing new skills, such as fixing small pieces of construction materials together or finding the correct way for the puzzle piece to fit.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children make good use of the wide range of media to explore their ideas, creating collages, paintings and using water, sand and movement to music. They are imaginative and use the good play resources to develop their role play. Young children play alongside each other while engaged in the same game, for example, cooking in the café, while older children are beginning to engage in cooperative play. They are enthusiastic singers especially of "Big Red Combine Harvester" and know a range of songs.

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 improving the following:
- continue to develop parents' contributions to development records.

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.