



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 220203

DfES Number: 517927

INSPECTION DETAILS

Inspection Date 24/11/2003
Inspector Name Jill Hunn

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Yelvertoft Pre-School
Setting Address Lilbourne Road
Yelvertoft
Northampton
Northamptonshire
NN6 6LJ

REGISTERED PROVIDER DETAILS

Name Yelvertoft Pre-School Group 1024632

ORGANISATION DETAILS

Name Yelvertoft Pre-School Group
Address Lilbourne Road
Yelvertoft
Northampton
Northamptonshire
NN6 6LJ

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

Yelvertoft Pre School opened in November 1992. It operates from the village hall on the outskirts of the village. The pre school serves the local area.

There are currently 31 children on roll. This includes six funded three-year-olds and six funded four-year-olds. Children attend for a variety of sessions. The setting supports children who have special educational needs. There are no children currently attending who speak English as an additional language.

The pre school opens four days a week during term time. Sessions are from 9:15 to 11:45 on Mondays, Tuesdays and Fridays and from 9:15 to 12:45 on Thursdays.

A total of four staff work with the children. Over half the staff have an early years qualification to NVQ level 2 or 3. One member of staff is currently working towards a recognised early years qualification. The setting receives support from the Early Years Development and Childcare Partnership(EYDCP) and is an accredited member of the Pre School Learning Alliance(PSLA).

How good is the Day Care?

Yelvertoft Pre School provides satisfactory care for children. The premises are very clean and welcoming. Space and resources are organised effectively so that children can extend their play. The operational plan explains how the pre school operates but some policies and records lack detail.

The staff are friendly and caring and are aware of children's individual needs. Most areas relating to special needs are satisfactory. Staff supervise the children well and can take steps to prevent dangerous situations both inside and when on outings.

A variety of worthwhile activities are planned which engage the children and allow them to progress. There are clear routines to sessions which help children feel secure and they behave well. The range of resources reflecting diversity are limited.

The pre school develops positive relationships with parents. A range of useful

information is available to parents so they can support children's learning at home. Parents are involved in the life of the pre school by helping out at sessions and attending events.

What has improved since the last inspection?

At the last inspection, the committee agreed to develop the procedures for complaints and the emergency evacuation of the premises, make electrical sockets safe and draw up an action plan to show how staff qualifications will be met. Safety has been improved by covering all exposed electrical sockets, developing procedures for the emergency evacuation of the building and by conducting a risk assessment of the premises. The action plan shows how qualifications will be achieved by two members of staff. A notice giving details of the regulator has been displayed to parents and staff but the information has not been amalgamated with the complaints procedure.

What is being done well?

- The organisation of resources. Space and equipment are organised thoughtfully to provide an inviting environment. Children are absorbed in the activities and are able to move freely and develop their ideas.
- The management of children's behaviour. Staff manage children's behaviour positively and consistently. As a result children learn what is expected of them. They behave well and are polite.
- The partnership with parents. A 'Home Achievements' book is available for parents to record information about what children have done well at home. This enables parents and staff to support children in their learning and develops children's self esteem.

What needs to be improved?

- records, by recording information about the care of children with special needs and the times of attendance of children and staff
- the written statements about special needs, child protection and the procedure to be followed in the event of a child being lost or not collected
- the range of resources reflecting diversity.

Outcome of the inspection

Satisfactory

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 must take the following actions by the date shown**

Std	Action	Date
14	Make sure there is a statement of the procedure to be followed in the event of a parent failing to collect a child or of a child being lost.	31/12/2003

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	Make sure the registration system shows hours of attendance for children and staff.
9	Ensure that children have an appropriate range of resources that promote equality of opportunity and anti-discriminatory practice.
10	Develop the written statement about special needs so that it is consistent with current legislation and includes special educational needs and disabilities.
10	Make sure that appropriate records are kept in respect of children with special educational needs as required by the Code of Practice (2001) for the Identification and Assessment of Special Educational needs.
13	Ensure that the child protection statement includes contact names and telephone numbers for the local police and social services department, and the procedure in the event of allegations against a member of staff or volunteer.

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

How effective is the nursery education?

Children attending Yelvertoft Pre School are making generally good progress towards the early learning goals.

The quality of teaching is generally good. The supervisor has a good understanding of the Foundation Stage but other staff are not yet sufficiently aware. Plans of activities identify learning intentions and are evaluated. There is an effective system of observation and assessment but it is not used to plan the next steps for individual children.

Staff provide a stimulating environment which engages children in the learning process but there is little scope for children to investigate the local environment. Opportunities for children to experience further physical challenge and express their creativity through music are limited.

Staff manage children's behaviour successfully. They make good use of carefully framed questions to develop children's thinking skills and generally take account of events that occur to extend and consolidate their learning. All children are suitably supported and there are systems in place for children who do not speak English as their first language. However, there are no records in place to plan and monitor individualised programmes for children with special educational needs.

The partnership with parents is generally good. A range of information is available to parents so that they are aware of the Foundation Stage and how the pre school operates. Parents evenings are held to discuss children's progress. Parents help out at sessions and join in events. A 'Home Achievements' book is used which enables parents to support children's learning at home.

The leadership and management of the pre school is generally good. The supportive committee have appropriate systems in place for staff recruitment, induction and appraisal. Staff work well together as a team and are very committed to the care and education of the children. They regularly review their practice and take advice from the EYDCP advisory teacher.

What is being done well?

- The management of children's behaviour. Staff consistently encourage children and set them clear boundaries. As a result children learn what is expected of them. They behave well and are polite.
- Opportunities for children to develop their mathematical understanding. Staff regularly use spontaneous counting and language during practical activities to develop and consolidate children's understanding of mathematical concepts.

- The organisation of resources to reflect the importance of language. Children are able to select from a range of readily available fiction and factual books. They regularly make marks and draw pictures during role play activities. Older children can suggest what notices may mean. Consequently, children learn the importance of language for reading and writing.

What needs to be improved?

- opportunities for children to investigate the locality and the natural environment
- the range of activities to provide further physical challenge
- opportunities for children to express their creativity through different types of music
- planning, by linking observations and assessments to plan the next stage in learning for individual children.

What has improved since the last inspection?

The point for consideration raised at the last inspection recommended that the planning show how children are to be grouped and staff deployed. This has been effectively addressed. A 'delegation form' has been introduced to identify staff roles, learning goals and grouping of children for key activities. This has resulted in staff having a clearer understanding of their roles and responsibilities so that all children are appropriately supported in their activities.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are interested and motivated to learn. They confidently choose and use activities in small and large groups. Children are building relationships with peers and staff. They begin to share and consider others. They behave well and are polite. Children are developing their independence. Older children pour drinks and serve others at snack time. There are missed opportunities for all children to learn to operate independently at snack time and when visiting the toilet.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children speak confidently to each other and to adults. They listen well at group time and respond to questions. They are able to link words to movement. Children are developing their early reading and early writing skills. They recognise their names from cards and four year old children understand the meaning of notices. Children make marks during role play activities. Older children write letters of their name. Opportunities for children to link sounds to letters are limited.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Three year old children are developing their counting skills to ten with some four year old children beyond twenty. Children begin to compare numbers and older children are able to offer solutions to practical problems. Children recognise some shapes and begin to understand language to describe position, weight and size. They explore capacity when working with sand and water. Children discover the properties of shapes using construction equipment but activities involving pattern are restricted.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children investigate and explore why things happen using a range of resources that stimulate their curiosity. They learn about growth by planting seeds and bulbs and look at the features of fruit and vegetables. Opportunities for children to discover how things work are limited. Children talk about past and present events in their lives. They develop an awareness of their own and other cultures. There is little scope for children to investigate the locality and the natural environment.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move confidently. They show an awareness and respect for others personal space during activities and when moving around the premises. Children successfully use a variety of tools and equipment to develop their fine motor skills. Opportunities for children to develop their gross motor skills do not provide sufficient challenge, especially for older and more able children.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children explore and express their creativity using a variety of interesting materials and activities. They experiment in two and three dimensions and with mixing colours. Children make connections in their learning through a variety of role play situations. They express feelings through movement when enacting 'the bear hunt'. Children sing rhymes, songs and join in with ring games but have little experience of investigating other types of music or exploring sound.

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

- make sure that observations and assessments are used to plan the next steps for individual children
- provide further opportunities for children to investigate the locality and the natural world.

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.