



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 141000

DfES Number: 512899

INSPECTION DETAILS

Inspection Date 25/06/2004
Inspector Name Janet Armstrong

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Radipole Preschool
Setting Address Ratcliffe Hall, Queens Road
Weymouth
Dorset
DT3 5EX

REGISTERED PROVIDER DETAILS

Name Radipole Pre-school 1032562

ORGANISATION DETAILS

Name Radipole Pre-school
Address Ratcliffe Hall
Queens Road
Weymouth
Dorset
DT3 5EX

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

Radipole Preschool has been established since 1982 and is managed by a voluntary committee of parents. The leader and staff are responsible for the day-to-day running of the group. The pre-school is based in Ratcliff Hall, which is a small church hall in Radipole, a suburb of Weymouth in Dorset.

The pre-school is registered for sessional care to accommodate 26 children between the ages of two and five years of age. The pre-school is open each weekday from 09.00 to 12.45 and on Tuesdays, Wednesdays and Thursdays from 13.00 until 15.30, term time only. They are in receipt of the government funding for three and four-year-olds and at present there are 64 children on the register, of whom 29 three-year-olds and 21 four-year-olds receive funding. The setting serves families in the local community. They cater for children with special educational needs and children who have English as an additional language. The accommodation consists of a main playroom with a small stage and storage cupboards, there is a kitchen and separate toilet facilities. Outside there are small safe areas to the front, side and rear of the building which are used by the children.

Seven members of staff work directly with the children, of whom four hold a recognised child care qualification and one is working towards NVQ level III. Support and curriculum advice is given to the preschool by the Pre-school Learning Alliance, Advisory Teacher and Early Years Partnership.

How good is the Day Care?

Radipole Preschool provides good quality care for children aged two to five years. Organisation is good. There are high levels of qualified staff employed with good staff/child ratios maintained. Staff are effectively deployed and support each other and the children well throughout the sessions. Good use is made of the space and resources to promote all the areas of learning. All the necessary documentation and records are in place to support the staff. However, the register does not identify actual times of children's arrival and departure.

Staff supervise the children well to keep them safe. They take positive steps to promote safety within the setting and on outings and follow thorough systems for identifying potential hazards and action needed to reduce or remove such risks. Positive steps are taken to provide a hygienic environment and reduce the risk of spread of infection through effective cleaning systems and practices, such as using different colour coded clothes and mops for cleaning up different spills, areas and surfaces. Children are learning to take care of their own personal hygiene through regular hand washing routines. Staff are clear on the appropriate procedures to follow should they have a concern about a child in their care. Written procedures are not in place should an allegation be made against a member of staff.

Staff plan and provide a very good range and balance of activities that cover all areas of learning. Children are interested and occupied throughout the sessions. They have formed good relationships with each other and staff and are confident in their environment. The children are well behaved and know what is expected of them and why.

Very good relationships have been formed with parents. Parents are given useful written literature about the setting and the activities offered through an informative prospectus and regular newsletters.

What has improved since the last inspection?

There were no actions raised at the last inspection.

What is being done well?

- Staff work together efficiently. They all play an active role in what is provided and communicate and support each other well. They have a positive, light-hearted attitude and approach with the children and towards their daily responsibilities.
- The children's behaviour is very good. They respond well to staff instructions and the boundaries in place to keep them safe and share and take turns with others.
- Partnership with parents and carers is very good. There is effective communication with parents. Parents value the family atmosphere and sharing of information and advice with regard to their children. There is a strong parent rota in place that is very well supported.
- Staff provide a varied and interesting selection of activities that promote development for all children. Children are interested and motivated by these and join in confidently.

What needs to be improved?

- the register to include actual times of children's arrival and departure
- the child protection policy to include procedures to follow should there be an

allegation made against a member of staff.

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 the registration system includes actual times of children's arrival and departure.
13	Ensure that the child protection policy includes written procedures to follow should an allegation be made against a member of staff.

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

How effective is the nursery education?

Radipole Preschool provides high quality nursery education, with children making very good progress in all areas of learning.

The quality of teaching is very good. Staff have a good knowledge and understanding of the early learning goals and steps within them. Planning clearly identifies the aims, time scales and activities to be provided to develop and support children's learning. Staff are effectively deployed and interact well with the children. They support the children very well in their chosen activities, especially their mathematical development. They use effective questioning and give clear explanations. The activities provided cover a range of abilities and challenges and are set up well. Staff are calm and consistent in their approach and manage the children's behaviour effectively. Session times are used well to ensure that children are able to access a range of activities covering all areas of learning, especially physical development.

Children with special educational needs are supported well in the group. The co-ordinator is clear on her role and works closely with parents and other professionals to support and cater to individual needs. Children with English as an additional language are appropriately supported. Assessment systems are thorough and clearly identify children's progress through the six areas of learning.

Leadership and management is very good. There are very good systems in place for monitoring the setting's own strengths and weaknesses and the effectiveness of staff through regular evaluation and development plans to keep up to date with the changing needs of the children and parents.

Partnership with parents is very good. There are good systems for informing parents of the six areas of learning and how they cover them and for keeping parents informed about their children's progress and records of development.

What is being done well?

- The children's mark making skills are very good. They are able to draw and paint clear recognisable pictures of animals and people and write their own names to label their own work.
- The children's use of mathematical concepts to solve simple number problems is very good, such as identifying how many frogs and pigs it will take to sink the toy boat.
- Children confidently climb, balance and star jump before finishing with a roly-poly when using the assault course. They are developing good balancing skills and co-ordination using the large scale equipment on a regular basis.
- Staff provide a range of interesting activities and set good quality challenges

for children of all abilities. Consequently, children are making very good progress in their learning.

- Staff interact particularly well with the children to help develop and extend their learning.

What needs to be improved?

- opportunities for children to have regular access to creative resources to initiate their own art and design and express themselves
- opportunities for children to develop their personal independence.

What has improved since the last inspection?

Very good progress has been made in addressing the two points for consideration raised at the last inspection.

Individual play plans have been introduced to help identify what children need to do next and support their learning and progress through the six areas of learning. Systems for assessing children's development are comprehensive and can identify at a glance gaps in their learning. This information is then used when putting together short term planning to ensure all needs are included.

The design of the children's name templates have been reviewed and updated. There are three systems now in place to help children identify their own name and then learn to recognise it in different contexts. Stickers have been placed next to the names of the younger children to support their recognition. Name boards, flash cards and cards of different sizes and colours are used as the next step for various uses throughout the session to enable children to recognise their name in different situations. Children are confident in finding and recognising their own names.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children have good self-confidence. They leave their carer with ease and settle into an activity of their choice. Children have formed positive relationships with each other and staff. Their behaviour is very good. Children's personal independence is good. They take care of their own needs, such as using the toilet facilities unsupervised and putting on their shoes but they do not attempt to put aprons on and have limited opportunities to pour their own drinks on a regular basis.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children use their language well to communicate with others. They have very good listening skills and show a clear understanding of the speaker by sharing relevant ideas. Children are learning to recognise and link sounds to letters and enjoy stories and books. They understand the structure of books and are able to predict what will happen next in familiar stories. Children are confident mark makers. They draw, paint and write throughout the sessions in role play and to label their own work.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count up to ten with confidence and some up to 20. They have very good number skills and use them throughout the session to recognise written numerals and make towers of blocks to correspond with each number. They solve simple number problems by adding and taking away items to find the total. They are learning about comparisons and quantity through meaningful activities such as the sinking and floating of boats.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children show a natural curiosity and explore and investigate using their senses and tools provided for them e.g. to explore slugs and snails. They are learning about the natural world and local environment that they live in through local walks and planting. Children have a very good introduction to their own and other cultures through regular use of provision that provides positive images of today's society and through themes that cover celebrations, festivals and countries around the world.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children use their indoor space well. They move with confidence and co-ordination around the tables and up the steps to the stage. Children move around the room completing the assault course making good use of the space, avoiding others and taking turns. They are developing good large and small motor skills through use of large and small scale equipment to jump, climb and hop. They use tools with a purpose to support their hand-eye co-ordination and fine motor skill development.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children use their imagination very well in role play to act out familiar and imagined roles and are supported by a good range of resources. They enjoy familiar rhymes and songs. Children explore texture and colour through a range of structured creative activities, such as sticking and painting for themed activities. They have some opportunities to access resources to initiate their own art and design and express themselves. However, these are restricted to certain times during the week.

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:
- provide regular opportunities for children to access creative resources to initiate their own art and design and express themselves
- extend opportunities for children to develop their personal independence.

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.