



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 123862

DfES Number: 546152

INSPECTION DETAILS

Inspection Date 14/01/2005
Inspector Name Kerry Davey

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Little Fields Pre-School
Setting Address Rosedale Way
Cheshunt
Waltham Cross
Hertfordshire
EN7 6JG

REGISTERED PROVIDER DETAILS

Name The Committee of Little Fields Pre-School

ORGANISATION DETAILS

Name Little Fields Pre-School
Address Rosedale Way
Cheshunt
Waltham Cross
Hertfordshire
EN7 6JG

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

Little Fields Pre-school opened in 1997 and operates from one classroom in a mobile unit. It is situated in the grounds of Fairfield's Primary School in Cheshunt. A maximum of 20 children may attend the pre-school at any one time. The pre-school is open each weekday from 12:45 to 15:15 and Tuesday and Friday from 09:00 until 11:30 during school term times. All children share access to an enclosed outdoor play area.

There are currently 41 children aged from 2 years 9 months to 3 1/2 years on roll, of these, 18 children receive funding for nursery education. Children come from the local and surrounding areas. The pre-school welcomes children with special educational needs and with English as an additional language.

The pre-school employs 4 staff, all of whom hold appropriate early years qualifications.

How good is the Day Care?

Little Fields Pre-school provides good care for children. Staff provide a warm, friendly and welcoming environment in which children can play and learn. Good use is made of the staff and space available to ensure that all children are well cared for. Children are happy and secure. Staff work well together as a team and offer comfort and support to children as they begin to acclimatise to the new environment. Most of the required documentation is in place however some further detail is required.

Staff are vigilant in their supervision of the children and help children to understand about hazards both inside and outside of the pre-school. They have a sound awareness of health and safety issues and implement various precautions to reduce risks.

Children are involved in a varied range of activities which support their all round development e.g. basic food preparation, planting and measuring of sunflowers, various creative activities and opportunities to develop physical skills through

outdoor play, music and movement. Children are involved, interested and enjoy their play. Staff spend time talking and playing with the children, asking them questions to make them think.

The partnership with parents is good. Parents are welcomed into the setting daily and are able to discuss their children and activities that have been carried out. Positive comments have been received from parents regarding the care provided.

What has improved since the last inspection?

At the last inspection the group agreed to develop a risk assessment, record fire drills, implement a system to record visits to the pre-school, obtain parental consent for emergency medical treatment and ensure that incidents are recorded in a confidential manner.

A risk assessment is in place, fire drills are recorded appropriately, parental consents have been obtained and incidents recorded ensure confidentiality.

What is being done well?

- Staff work well together as a team, they are friendly and approachable making good use of space and resources to enable children to feel secure and happy. A varied range of activities are provided for children to develop their learning. Staff interact well with the children and take time to talk and listen to them.
- The environment provided is warm, welcoming and child-centred. Staff ensure the area is used to its full potential and the children are confident and secure in their surroundings.
- Children are valued and included and staff work hard to ensure that the needs of all children are accommodated within the group. They independently research different individual requirements to ensure that the best possible care can be provided.
- Staff have a calm, consistent approach to behaviour that is backed up by lots of praise and encouragement. Children behave well and know what is expected of them.

What needs to be improved?

- security of the premises
- documentation, to include a sickness policy and expansion of the behaviour policy to include bullying.

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 |
|-----|--|
| 6 | Ensure that the premises are secure. This refers to access to the unit from outside. |
| 14 | Extend the behaviour policy to include bullying and develop a policy for sickness. |

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

How effective is the nursery education?

The provision for nursery education at Little Fields Pre-school is good. It enables children to make very good progress towards the early learning goals in their physical development and generally good progress in all other areas of learning.

The quality of teaching is generally good with many good features. Staff provide a secure and calm learning environment. They use a variety of resources to promote children's learning across all six areas of the Foundation Stage. They have a good knowledge of how young children learn and are effective in achieving high levels of interaction with them to make them think and keep them stimulated. They plan a wide range of interesting play opportunities. However, there are some missed opportunities to develop children's skills in simple addition and subtraction and in writing for a variety of purposes. Children's behaviour is very good and they respond well to the staff's clear guidance and praise.

Leadership and management is generally good. Staff work well together as a team and are aware of their roles and responsibilities. An appraisal system is in place which is to be extended to all members of the team. They have a good planning system which is linked to all the six areas of learning. Staff are aware to include the next stages of the children's individual learning programmes in their plans. The pre-school has developed close links with Fairfield School.

The partnership with parents is good. Parents are provided with information about the early learning goals and the six areas of learning and the parent notice board will be used to update this information regularly. They are encouraged to be involved in their children's learning. Parents bring in items from home for current topics and there is a library system in place to share books. Staff are approachable and welcoming and children's progress is discussed daily. An end of year report is prepared for parents to have a record of their children's achievements.

What is being done well?

- Staff plan and organise resources to ensure children are learning in the area of physical development. Children can access a range of large equipment outside for physical play, as well as a selection of wheeled toys for riding, pushing and developing their co-ordination. Children are keen to use tools and materials and do so with increasing confidence, safety and control.
- Children are developing good personal and social skills. They are happy and confident within their environment, keen to speak in groups and express their ideas. Their behaviour is very good. They are learning to take turns, to share resources with their peers and consider others. Staff remain calm and consistent with the children and are positive role models.
- Through planned activities and opportunities taken by staff during play,

children are developing a good sense of number for labels and for counting. Children join in with counting at registration time and point to numbers on their place mats. They enjoy singing number songs and rhymes.

What needs to be improved?

- opportunities for children to develop their understanding of simple addition and subtraction and to develop their skills in writing for a variety of purposes
- the planning system, so that observations of children's progress is used to inform planning of the next step in their educational programme.

What has improved since the last inspection?

N/A

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are confident, they speak in large groups and listen to others. They are motivated to learn and work as part of a group or individually. Their spiritual, moral, social and cultural development is fostered well. Behaviour is good. Children are forming good relationships with others. They are becoming aware of the wider community through visitors to the group. However, there is limited opportunity for children to practise their independence when choosing resources for themselves.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident when speaking and listening to others. They are starting to negotiate with their peers to organise play. Children show keen interest in all types of books and use them correctly. They listen attentively and join in with stories. Staff make effective use of props to illustrate stories and encourage discussion. More able children are beginning to recognise their names. However, there are few planned opportunities for children to attempt writing for different purposes.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are beginning to count up to ten, with more able children counting higher. They can recognise simple numbers. Children use a range of mathematical language as they play. They are developing mathematical understanding through practical activities such as puzzles, construction and matching games. Children enjoy singing number rhymes and comparing their size with fully grown sunflowers. There are few planned opportunities to develop skills in simple addition or subtraction.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are beginning to understand a sense of time and place through topics about themselves. They have celebrated festivals in different cultures such as Chinese New Year. There are a number of opportunities for children to develop their use of technology with a variety of resources through their free play and planned activities. Children enjoy using telephones, shopping tills and mechanical tools. There are few opportunities for children to develop their design and making skills independently.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children develop and refine their physical skills using a range of different equipment. They ride bikes, push and roll large hoops, thread laces, colour and paint. There is a safe outside area with a good variety of large climbing and balancing equipment. They handle a variety of tools safely with increasing control. After physical activities children explore the change in their bodies, discussing how hot they feel. Children are learning about staying healthy through topics.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children explore colour through a range of art and craft, such as free painting and animal printing. They are developing their imaginations in role play and use props to extend their play. The children enjoy creating a tea party for friends and toys. They respond with enjoyment to songs and match movements to sound. Children use their imaginations when joining in with stories. However, there are few opportunities to independently explore and express their own ideas through art and design.

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

- plan simple activities and experiences to develop children's understanding of addition and subtraction and writing for different purposes
- review the planning system to include the observations made of children's development to inform the next step in their educational programme.

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.