



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 109976

DfES Number:

INSPECTION DETAILS

Inspection Date 06/05/2003
Inspector Name Debbie Davies

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Pride of Lions Playgroup
Setting Address Community Centre, Connaught Road
Worthy Down
Winchester
Hampshire
SO21 2QY

REGISTERED PROVIDER DETAILS

Name MR CPT TONY KRAUSER

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

Pride of Lions Pre-school opened in 1977. It operates from the community centre at Worthy Down army base near Winchester.

Registration is for 26 children aged under five years and over two years. It is the group's policy not to take children under two years nine months. There are currently 32 children from two years nine months to five years on roll. This includes nine funded three year olds and eight funded four year olds. Children attend for a variety of sessions. The group supports children with special needs and they currently do not have any children who speak English as an additional language.

The group opens five days a week during school term time. The group are open from 08:45 to 15:15pm. Children attending all day are asked to bring a packed lunch. There is also the option to attend on a Sessional basis and the sessions run from 08:45 -12:00pm or from 12:45 - 15:15pm.

Five part time / full time staff work with the children. One member of staff has early years qualification. Two staff are currently on training programmes.

How good is the Day Care?

Pride of Lions Pre-school provides satisfactory care for children.

The staff work well together as a team and are fully involved with the planning of a wide variety of stimulating and challenging activities which help children to learn through play.

Organisation and layout of the room has been carefully planned and children have easy access to an excellent range of play provision enabling children to have free choice of play at all times during the sessions.

Staff give priority to ensuring children are safe both inside and outside during the pre-school sessions. However, they do not complete a risk assessment of the premises prior to children arriving. They are particularly good at managing children's

behaviour, developing their confidence and independence. Staff lack knowledge and understanding of child protection procedures.

The staff work well in partnership with parents. Most of the required documentation is in place, although sometimes lack the necessary detail. There are no procedures in place for lost or uncollected children.

What has improved since the last inspection?

This is not applicable because the last inspection was a transitional inspection.

What is being done well?

- Children are offered an excellent range of stimulating and challenging activities and have good access to all resources promoting learning through play. Staff interact well with the children and extend their play and opportunities (Standard 3).
- Staff carefully plan the organisation of the room to encourage children's free choice of play throughout the sessions (Standard 2).
- Staff monitor access to the group to keep children, staff and visitors safe. They have an effective system for safe arrival of children (Standard 6).
- Children are actively encouraged to develop good manners and politeness. Staff have a calm and clear approach to managing children's behaviour taking in to account their level of understanding. (Standard 11).

What needs to be improved?

- the procedures for lost or uncollected children (Standard 2);
- the assessment of the safety of the premises prior to the children arriving to identify hazards (Standard 6);
- documentation, to ensure that parents sign the record book each time a member of staff has administered medication (Standard 7);
- staff's knowledge and understanding of child protection issues (Standard 13).

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
2	Devise and implement a procedure for lost or uncollected children	16/05/2003

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

Std	Recommendation
6	Ensure that a daily risk assessment is carried out on the premises prior to the children arriving to identify and remove hazards.
7	Ensure that parents sign the record book each time a member of staff has administered medication.
13	Develop staff knowledge and understanding of child protection issues.

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

How effective is the nursery education?

The Pride of Lions Pre-school provides good quality care. Children are making generally good progress towards the early learning goals. They make very good progress in personal, social and emotional development with staff fostering independence and self-esteem. Children make generally good progress in knowledge and understanding of the world and mathematical development. Children learn about numbers, shape, space and measure but lack opportunities to learn about addition and subtraction. Very good progress is made in communication, language and literacy, physical development and creative development.

The quality of teaching is generally good. Staff use good strategies for behaviour management. Children respond well to praise and encouragement, learning to co-operate and develop caring relationships. Staff carry out regular assessments of children, however, these do not cover all areas of learning and are not used to plan activities which are shown to meet individual needs. Staff work with parents and outside agencies to support children with special educational needs.

Management and leadership are generally good. Staff work well as a team, providing a stimulating environment. The management are committed to improving care and education, routinely assessing and improving activities provided for children.

The partnership with parents is generally good. Parents are well informed about the pre-school's policies and procedures through parent's packs, newsletters and notice boards, however, they receive insufficient information about their child's progress related to the early learning goals. Parents are welcomed into the setting, they share information about their children and are encouraged to participate in activities.

What is being done well?

- Children's personal, social and emotional development is very good. They are confident and develop good relationships with adults and each other. Children's behaviour is very good, they respond well to positive encouragement from staff.
- Children have many opportunities to make choices and to develop independence and self-esteem, through provision of a wide range of easily accessible activities.
- Children enjoy many opportunities to develop imaginative play and reading and writing skills.
- Children move confidently during physical play, demonstrating a good sense of space and making use of a wide range of equipment.
- Staff provide a welcoming, supportive environment where parents feel

comfortable and are encouraged to play an active role.

What needs to be improved?

- Planning to ensure children have opportunities to develop understanding of addition and subtraction.
- Use of assessments to inform planning of activities which meet individual needs and extend children's learning related to the early learning goals.
- Information provided to parents about their child's progress related to the stepping stones.

What has improved since the last inspection?

All previous paperwork unavailable for inspection.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children make very good progress in personal, social and emotional development. They learn to co-operate and develop good relationships with each other and with adults. Children have many opportunities to make choices, develop independence and learn about personal hygiene routines. Children talk confidently and enjoy their play. Behaviour management is good, with children responding well to praise and encouragement from staff.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's progress in communication, language and literacy is very good. Children's spoken language is developing well. They learn to negotiate and express ideas. Children enjoy books and listening to stories. There are many opportunities for children to read and write their names and they learn that print carries meaning. Children learn to link sounds and letters, naming letters in familiar words like their names.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Mathematical development is generally good. Many children recognise numerals up to nine and are able to count up to ten, with some children recognising larger numerals. Children learn about size, shape, position and quantity through a range of practical activities like puzzles and board games, however, they lack opportunities to learn about addition and subtraction.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children's progress in knowledge and understanding of the world is generally good. Activities are provided which encourage children to explore and investigate. Children discuss what happens and how things work. Children learn about their local environment through topic work and discussion. Staff know children well and often discuss families and home life. Children learn about their own cultures and beliefs and those of others through practical activities and use of a good range of resources.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Physical development is very good. Children demonstrate a good sense of space and move confidently during physical play. They make use of a good range of equipment, both indoors and outdoors, developing balance and co-ordination. Children learn about keeping healthy through discussion with staff who act as role models, encouraging good hygiene practices. Children use a variety of tools and materials, confidently selecting resources and developing ideas for physical play.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Creative development is very good. Children enjoy daily art and craft activities. They are able to select tools and materials to create pictures and models, and they work together to create pictures which decorate the hall. Children learn about rhythm and matching movements to music during singing sessions. They have opportunities to develop imaginative play through dressing up and creating stories in the home corner.

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

- provide opportunities for children to develop their understanding of addition and subtraction.
- develop assessment and planning to ensure children's learning is extended, related to the early learning goals.
- provide information to parents about their child's progress related to the stepping stones.

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.