



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 314174

DfES Number: 585152

INSPECTION DETAILS

Inspection Date	08/09/2003
Inspector Name	Noreen Elizabeth Appleby

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	St Oswald's Pre-School
Setting Address	St. Oswalds Park, Wren Close Newton Aycliffe County Durham DL5 4BG

REGISTERED PROVIDER DETAILS

Name	Great Aycliffe Town Council
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ORGANISATION DETAILS

Name	Great Aycliffe Town Council
Address	Council Offices School Aycliffe Lane Newton Aycliffe Co Durham DL5 6QF

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

St.Oswald's Pre-School has been running for over twenty years. It operates from a single storey building, in a public park, on the outskirts of Newton Aycliffe town centre. The pre-school serves the local area.

There are currently 12 children, aged three to under five years, on roll. This includes 11 funded three-year-olds and 1 funded four-year-old. Children attend regular morning sessions. There are no children who have special needs and the group does not presently support any children who speak English as an additional language.

The group opens 5 days a week during school term time. Sessions are from 09:15 to 11:45.

Four members of staff work with the children. Three have early years qualifications and one is due to start a relevant training programmes. The setting receives support from a teacher from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

St.Oswald's Pre-school provides good quality care for children. There are comprehensive recruitment and vetting procedures and, although there are no formal induction and appraisal systems in place, staff do receive regular management support. All staff working with children attend training sessions and they either hold, or are working towards, a recognised childcare qualification.

An good operational plan is in place. The group has sole use of the premises, which provide a warm and welcoming environment. Areas are well organised and staffing ratios, space and resources are utilised effectively to ensure children are well cared for, both indoors and out.

Staff and management ensure health and safety issues are met. Regular inspections

and risk assessments are completed and certificates displayed, and these are mainly up to date. Hygiene issues are competently practised and promoted with children. Staff state that toilet and hand washing facilities are due to be refurbished in the near future, in order to provide hot running water.

Children enjoy a wide range of play and learning opportunities that are well set out to allow free choice. Staff work with the children, demonstrating interest in what they do and say, and practising positive behaviour management. Assessments are completed and information is regularly shared to ensure that children's individual needs are met. All children work towards the early learning goals whilst enjoying a range of educational and social experiences.

Comprehensive recording systems are maintained and written contracts and agreements are in place with parents and carers. Policies and procedures are clearly understood by staff, parents and children. Comments from parents and carers indicate that sound working relationships have developed with staff and information about the children is regularly exchanged.

What has improved since the last inspection?

At the last inspection the group agreed to extend the partnership with parents and carers to involve them in their child's learning and development. Staff have introduced a 'Getting to Know Me' booklet which parents and carers complete to inform staff what their child already knows and does, which acts effectively as an assessment for forward planning.

What is being done well?

- Effective recruitment and vetting procedures are in place. Staff are employed through Great Aycliffe Town Council and staff are vetted to ensure they are suitable to work with children.
- Staff training and development is very good. As well as working towards recognised childcare qualifications staff have completed other relevant courses i.e. Early Writing, Language and Communication, Behaviour Management and First Aid. They also hold regular team meetings and share information to develop their knowledge and working practice.
- The facility provides a warm, welcoming environment. Good use is made of notice boards and displays to recognise and value children's work and to share information with parents. Areas are well-equipped and space, resources and staff are effectively deployed. There is a clear understanding of roles and responsibilities and good contingency arrangements ensure appropriate adult: child ratios are maintained. Children are eager to learn and derive a great deal of enjoyment from exploring and choosing from the variety of play and learning opportunities available to them. Observations, assessments and regular meetings with parents are used to inform children's future needs.
- Positive behaviour management strategies are very good. Staff ask and

respond to questions, offer encouragement and praise and promote children to share, take turns, and have consideration for each other. They act as good role models and reinforce appropriate boundaries so children know what is expected of them. Children interact confidently with each other and with staff, who support and extend their learning.

- Comprehensive recording and information-sharing systems are in place. Staff work closely with parents and carers to update them on their child's care and developmental progress. Comments received from parents and carers indicate that they value the facility and appreciate staff for their commitment, professionalism, and caring approach.

What needs to be improved?

- the procedure for ensuring staff receive consistent induction and performance management
- the procedure for ensuring adequate hand washing arrangements are in place
- the procedure for ensuring that safety renewal arrangements are up to date.

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	Develop an action plan that sets out how staff receive induction and appraisals in order to maintain their professional development.
4	Ensure hand washing arrangements are adequate for children's needs.
6	Develop a procedure for ensuring safety renewal arrangements are up to date.

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

How effective is the nursery education?

St Oswald's Pre School provides a warm and welcoming environment so that three and four year old funded children make generally good progress towards the early learning goals with some very good aspects.. They make generally good progress in communication language and literacy, mathematics, physical and creative development, and make very good progress in personal, social and emotional development and in knowledge and understanding of the world.

The quality of teaching is generally good. Staff have a sound knowledge of the curriculum and are aware of individual children's needs, however this has not been fully developed for older children. They provide very good support for children with special educational needs, reinforcing their knowledge and understanding. They manage behaviour very well, having high expectations of behaviour.

The leadership and management is generally good. Staff are aware of the management structure and there is support in place to access training. There is an awareness of what the setting does well, however there is insufficient monitoring and evaluation of practice to identify the areas of the early learning goals which need to be further developed.

Partnership with parents is very good. Parents are kept well informed both in writing and verbally, with high quality information. They are encouraged to participate in their child's learning, and the group hold regular open sessions/evenings.

What is being done well?

- Children are confident and happy. They have established good relationships with each other and interact well with staff and other adults
- Staff have high expectations of children's behaviour, which results in very good behaviour throughout the group
- Children are given regular opportunity to develop writing skills.
- Staff effectively help the children to become more aware of the environment and natural world, for example they provide many first hand experiences, such as walks in the community and invite speakers into the group
- Children explore a range of creative materials and are encouraged to experiment with colour and texture

What needs to be improved?

- The monitoring and evaluation of practice to identify the areas of the early learning goals which need to be further developed

- The opportunities for children to solve simple mathematical problems through everyday activities; to explore their senses through fun activities; to develop an understanding of their own bodies; to be encouraged to use the book corner to develop the pleasure of books and reading.
- Opportunities for more able children to develop their knowledge and ensure that they are sufficiently challenged.

What has improved since the last inspection?

The group has made very good progress since the last inspection. Actions raised were to extend the partnership with parents, by encouraging them to share their observations about their child's learning in the home when they initially start at the playgroup to allow staff to build on what the children already know.

The group has implemented a booklet "Getting to know me" which is completed by parents and the child in their week at the group.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children make very good progress in personal, social and emotional development. They form very good relationships with both adults and their peers and leave parents/carers confidently. Children develop independence, being able to select their own resources. Staff within the group have high expectations of children's behaviour, resulting in very good behaviour.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children's progress in communication, language and literacy is generally good. Children are able to communicate effectively with children, staff, and other visitors to the group. They are encouraged to contribute to discussions at large group time. Children are aware that print carries meaning, and are able to develop an understanding of writing. However children are not sufficiently encouraged to use the book corner to develop the pleasure of books and reading.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children make generally good progress in mathematics. Children are able to count to five and beyond unsupported, and numbers are introduced into all activities, resulting in children's awareness of number within the environment. Children are beginning to understand and experiment with size and shape, recognising differences. However, there is insufficient opportunity to develop problem solving skills through everyday activities .

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children's progress in knowledge and understanding of the world is very good. Children are able to construct using a variety of materials, and experiment with different materials. They access the computer unsupported, and use programmes appropriately. Through activities children develop a sense of time and purpose. Children are able to develop an understanding of the world in which they live through outings, and visitors to the group.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children make generally good progress in physical development. They are able to access outdoor play, which provides a rich environment for large physical skills and spacial awareness. A range of materials provides children with the opportunity to experience and develop fine skills of hand and eye co-ordination. However, children are not sufficiently encouraged to develop an understanding of their own bodies.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children make generally good progress in creative development. They are encouraged, and develop, an understanding of colour and texture within the environment. They explore music through a range of experiences and are able to move to music. However there is insufficient opportunity for children to explore their senses through a range of activities.	
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

- Improve the system for the monitoring and evaluation of practice in order to identify the areas of the early learning goals which need to be further developed
- Ensure that staff use spontaneous everyday activities to reinforce mathematical ideas and introduce problem solving; and that staff encourage children to use the book corner.
- Increase opportunities for children to explore their senses, and develop an understanding of their own bodies.
- Extend the opportunities for more able children.

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.