



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 402165

DfES Number: 516570

INSPECTION DETAILS

Inspection Date	12/01/2004
Inspector Name	Patricia Mary Champion

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Grenfell Preschool
Setting Address	South Green Memorial Hall Southend Road South Green Billericay, Essex CM11 2PR

REGISTERED PROVIDER DETAILS

Name

ORGANISATION DETAILS

Name	Grenfell Pre-School
Address	Southend Road South Green Billericay Essex CM11 2PR

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

Grenfell Pre-School opened in 1972. It operates from the main hall of the South Green Memorial Hall, within walking distance of local schools and shops. The pre-school serves the local and wider area.

There are currently 68 children from two to five years on roll. This includes 34 funded three year olds and four funded four year olds. Children attend for a variety of sessions. The setting supports a small number of children who have special needs or who have English as an additional language.

The group opens five days a week during school term times. Sessions are from 09:15 until 11:45 and 12:30 until 15:00 on Monday and Tuesday afternoons.

Ten staff work with the children. Over half the staff have early years qualifications 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), the Pre School Learning Alliance (PSLA) and the Billericay Early Years Forum.

How good is the Day Care?

Grenfell Pre-School provides good quality care for children.

The effective staffing levels allow staff to organise space and resources so that children are well cared for. The staff put careful thought into providing stimulating play equipment and children are busy and interested in the activities throughout the session. There are plans to refurbish the hall's toilet facilities and renovate the outside play area to improve outdoor play opportunities. Documentation is well organised with a high regard given to confidentiality. However, the operational plan, policies and procedures have not yet been reviewed to meet the revised National Standards.

Children's welfare and safety is a paramount consideration and staff undertake risk

assessment within the premises. The staff and children all know about fire safety procedures and access to the provision is monitored to keep children safe. Staff sensitively promote good hygiene procedures and healthy eating and are confident about their child protection responsibilities.

An excellent range of activities and learning experiences are provided and resources from other countries are shared with the children. The staff promote language development by asking questions, reading stories and singing songs. The children respond generally well to the staff's expectations for behaviour and play confidently with each other. They are supervised by adults who respond to their individual needs.

There is an effective partnership with parents, Parents receive information through regular newsletters, visual displays and good verbal feedback is given when they arrive to collect their children. Several parents were spoken to at the end of the session; they are all very happy with the care their children receive in the setting.

What has improved since the last inspection?

Not applicable.

What is being done well?

- The staff are motivated and they regularly attend training courses to update their childcare knowledge and skills. They work well as a team and sessions are efficiently organised and run smoothly.
- The staff are sensitive and caring and are interested in what the children do or say. They use conversation and carefully framed questions to develop the children's knowledge and vocabulary.
- A very high regard is given to the children's safety and security. Risk assessment has been undertaken to assess potential hazards relating to the premises and equipment. Evacuation procedures are regularly practiced with the children and staff have attended health and safety training.
- There is a very effective system in place to support children with special needs. The appointed Special Educational Needs Co-ordinator (SENCO) is enthusiastic about her role and committed to attend further training.
- The staff have worked hard at developing a strong partnership with parents. Open days are held when information is shared and parenting support and training projects have been organised. The Parents' Advisory Group supports the staff with the running of the pre-school and assist with fundraising.

What needs to be improved?

- documentation, policies and procedures within the operational plan need to be reviewed and updated to meet the revised National Standards.

Outcome of the inspection
Good

CONDITIONS OF REGISTRATION
<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
<i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i>

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
14	Review and update policies and procedures in line with the revised National Standards. (This refers to policies regarding standards 6, 7, 11, 12 and 13.)

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 Grenfell Pre-School is good. It enables children to make generally good progress in communication, language and literacy and mathematical development and very good progress in all other areas of learning.

Teaching is generally good. Staff are sensitive and calm and the children generally respond well to their expectations for good behaviour. All members of staff have input in planning and delivering the curriculum. Although there is a well-balanced range of activities and experiences to support children's learning, the staff are aware that reviewing the long-term plan will ensure that they will have the evidence to show that the aspects of learning within the six areas are covered regularly and frequently. Activity planning is to be updated to provide more challenge for older or more able children. Very effective support is given to children with special needs or who speak English as an additional language.

Leadership and management is very good. The owner/manager is actively involved in all aspects of the day to day running of the pre-school and delegates responsibilities to the supervisors and other members of staff. They demonstrate a good awareness of their responsibilities, work well as a team and show a strong commitment to improving the care and education of all children.

The partnership with parents is very good. Parents are provided with information about the setting; regular newsletters inform them of coming events and the topics the children are working on. The weekly plans are displayed for parents, these detail the stepping stones the staff and children will be focussing on. The effective key worker system ensures that information is shared regarding children's welfare and development. Parents attend open days to discuss their child's progress and achievements and can talk to staff at any time. An initial child profile is shared with parents and this is used to inform the planning.

What is being done well?

- Staff have a good understanding of the Curriculum for the Foundation Stage, with an effective knowledge of how children learn. A well-balanced programme of adult-led and child initiated play is offered. Staff plan a wide range of activities to enrich each individual child's learning. Children are generally independent learners and have a free choice of activities.
- Children are actively involved in developing their knowledge and understanding of the world through an excellent topic-based structured activity programme.
- There is a clear programme for physical play and music and movement. Although there are limited opportunities for children to play outdoors, the staff

clear space for the children to play on indoor climbing equipment or ride bikes. Large circle games are organised and the children respond and dance to music with enthusiasm.

- A very effective key worker system has been implemented. The staff know the children well and they give excellent support to children with special needs or who speak with English as an additional language.

What needs to be improved?

- the long term planning to be reviewed to include direct reference to the aspects of learning and stepping stones of progress;
- the system for planning and evaluating everyday activities, in order that staff provide challenge for older or more able children especially within communication, language and literacy and mathematical development.

What has improved since the last inspection?

All issues raised at the last inspection have been addressed.

The staff have worked hard to improve the children's records of achievements and progress. Skilled observations and assessments are clearly recorded and directly relate to the early learning goals. Each child has a play plan that details the next steps in their learning. Developmental records are regularly shared with parents.

There are now more opportunities for children to record their observations. Children draw pictures and write simple sentences to describe things they have seen or done, for example the children helped to make a book about their train outing to Prittlewell.

The provision for communication, language and literacy have improved. Children now have more opportunities to recognise familiar words around the hall. Furniture and equipment is labelled and notices and posters are displayed at child height.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are eager to try activities and show high levels of concentration in their tasks and pride in their achievements. They cooperate and share resources, showing respect for each other by taking turns. Friendly relationships are formed with their peers and the staff team. Children can freely choose the activities on offer and they show confidence in their self-care by pouring drinks and using the toilet independently.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children's spoken language is developing well with lots of confident, clear interaction with each other and adults. They are building up a vocabulary that reflects the breadth of their experiences. Children read with enjoyment and handle books carefully. They can recognise their names and clearly labelled displays help them to learn other familiar words. Children can recognise letters and link these to sounds and are encouraged in early mark making and letter formation.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children show interest in numbers and counting within everyday situations. They can reliably count to ten and higher with support. Shape, size and quantity is compared through activities such as sand and water play. Good use of resources enable children to confidently recognise numerals and shapes and they are starting to show an interest in number problems and calculation. This needs to be extended further with the older children.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children explore and show an interest in the world in which they live though a wide range of stimulating topics and activities. They observe changes in the weather and learn about the natural world using all their senses. Children confidently use a variety of tools and materials to design and make 3D models and have the use of a computer to develop their technology skills. Themes, role-play and outings allow children to learn about their own community and the wider world.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move with confidence around the hall showing good co-ordination. They enjoy the opportunity to climb, balance and ride the bikes freely in the hall area, while doing so they display a good awareness of space. Children use a variety of small equipment with competence, showing control and dexterity when carefully handling utensils to manipulate dough, using scissors safely and glue spreaders with precision. Children learn about healthy eating and managing their own personal hygiene.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children recognise colours and explore what happens when colours are mixed when painting. They initiate their own creative play and enjoy adult-led activities such as describing the texture of things. Children use their imaginations during role play and small world play. They explore and respond expressively to sound in music and movement activities, singing their favourite songs from memory and using musical instruments with enjoyment.

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

- Review and update long term planning to include direct reference to the aspects of learning and stepping stones of progress.
- Continue to develop planning and evaluation to identify how staff will adapt everyday activities in order to provide challenge for older or more able children, especially in their communication, language and literacy and mathematical development.

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.