



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 124931

DfES Number: 510933

INSPECTION DETAILS

Inspection Date	23/09/2003
Inspector Name	Lisa-Marie Jones

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Davidson Pre-School
Setting Address	Northway Road Croydon Surrey CR0 6DD

REGISTERED PROVIDER DETAILS

Name	Mrs Sue French
------	----------------

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

Davidson Pre-school has been operating for approximately 8 years. They operate from a converted school building which is part of an Educational Professional Centre. They are located on a residential road near Woodside, close to bus links.

There are currently 29 children on roll. They have 14 funded 3 year olds children attending. Two children have special needs and three speak English as an additional language.

Children who attend are mainly from the local area.

The hours of opening are Monday to Friday, from 09:30 until 12:00 term time only.

There are a total of 6 staff who work with the children. All staff have, or are working towards early years qualifications. They have support from the Pre-school Learning Alliance and Early Years Development and Childcare Partnership for training advice. They are also part of an accreditation network.

How good is the Day Care?

Davidson Pre-school provides satisfactory care for children aged 30 months to 5 years.

Staff ensure children are safe both inside and outside, although there are no written procedures regarding health, safety and risk assessments for staff to follow.

A daily register is kept for the children but does not show arrivals and departures. The manager stated that all children arrive and leave at the same time, but if a child arrived late or left early it would be recorded.

A staff register was not seen during the inspection.

Staff work well as a team to enable the smooth running of the pre-school and to promote a calm learning environment for both children and staff.

Staff demonstrated good skills when interacting with the children during play.

The building is in excellent condition and promotes a welcoming environment.

Children have access to a wide range of high quality activities and toys which staff rotate regularly during each session, however the resources to promote equality of opportunity are limited.

Building work has taken place since the last inspection and the group now have access to a secure outside area.

Notification of this significant change, or that the group have changed the times of their sessions was not sent to Ofsted.

All children are welcomed and staff ensure that their individual needs are met fully, and that they are included in all areas of the pre-school.

Parents are informed of any changes through regular newsletters.

The setting does not have a copy of the National Standards.

Suitable policies and procedures are in place to manage children's behaviour, however managing physical intervention needs to be included into the policy as they keep records of this. Staff were seen to act appropriately when a child became unwell. However

staff do not have relevant first aid training to enable them to administer first aid should a child require it.

What has improved since the last inspection?

At the previous inspection the providers agreed to: devise and implement a system for recording physical intervention; provide parents with a copy of the complaints procedures with the regulators contact details; devise outings procedures; keep written records of any medicines administered; develop and review an operational plan; ensure that the fridge is kept clean; provide information for parents regarding the admission system for children; keep a record of visitors; ensure electrical fittings conform to safety standards; have a clear medicine policy and devise and implement an equal opportunities policy.

All policies and procedures are now in place. An operational plan and a system for recording physical intervention are in place. Records are kept of all medicines administered to children and a rota is in place to ensure that the fridge is kept clean. All electrical fittings conform to safety standards and a record of all visitors to the setting is now in place.

What is being done well?

- Staff ensure that they can accommodate any child and will endeavour to meet all their needs to ensure that they are included in all areas of the pre-school

What needs to be improved?

- the staffs knowledge and understanding of health and safety policies and procedures, and risk assessments
- the numbers of staff who have first aid training
- the activities and resources that promote equality of opportunity and anti-discriminatory practice
- the procedures for notifying Ofsted of any significant changes
- the behaviour management policy
- the staffs knowledge and understanding of the national standards.

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 should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
6	Devise and implement a health and safety and risk assessment policy.
7	Ensure that at least one member of staff has suitable first aid training.
9	Ensure that children have an appropriate range of activities and resources that promote equality of opportunity and anti-discriminatory practice.
11	Include physical intervention procedures in the behaviour management policy.
14	Obtain a copy of the National Standards and Guidance for Sessional Care.

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

How effective is the nursery education?

Children are making generally good progress towards the early learning goals.

Teaching is generally good. They make very good progress in personal, social and emotional development, knowledge and understanding of the world, physical development, and creative development. The key strengths in personal, social and emotional development are due to the good relationships staff build with children. In the programme for language, communication and literacy, and mathematical development, staff should spend more time building on the children's existing knowledge, and on providing opportunities within the everyday routine for children to problem solve using mathematical language.

Staff make effective use of records and observations to plan for children's next stage of learning. Children are encouraged to freely access a good range of resources to support their learning. Children are well behaved due to staff's ability to encourage them to negotiate and take turns. There is good support for children who speak English as an additional language and for children who have Special Educational Needs.

The Leadership and Management is fostered well. Staff are fully informed in all aspects of the pre-school provision. Staff meetings and planning meetings are held to identify strengths and weaknesses and to disseminate good practice. The management are fully committed to implementing improvements within the pre-school. Ongoing training is provided and there is an expectation that newly appointed team members will attend training.

The partnership with parents is very good. Parents receive good quality written information in a variety of ways for example a prospectus, newsletters and regular information about the curriculum.

Staff provide many opportunities for parents to contribute to their children's learning.

Parents are confident to approach any member of staff.

What is being done well?

- Children are keen and motivated to learn due to the good relationships built with staff and each other.
- Children's personal, social and emotional development, physical development, knowledge and understanding of the world, physical and creative development are very good, due to the well planned learning opportunities, resources and supportive interaction from staff.
- Staff provide good support for children who have Special Educational Needs and children who speak English as an additional language. They make good

use of outside agencies for information and support.

- Staff have high expectations, and apply a consistent approach to managing children's behaviour. Consequently, children are well behaved and respect their environment and one another.
- The introduction of focus activity plans show children's stage of learning and how they will move to the next stepping stone.

What needs to be improved?

- practical opportunities to extend children's mathematical development in a meaningful way.
- opportunities by staff, to build on children's existing knowledge particularly in the programme for communication, language and literacy.

What has improved since the last inspection?

The pre-school has made very good progress in addressing the key issues identified at the last inspection. These were to make clear in the planning of the children's individual learning programmes which activities, in all the six areas of learning, will help them to achieve the desirable learning outcomes.' Since the last inspection staff have introduced focus activity plans to identify children's stages of learning and how they will move to the next stage.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy in the nursery environment and move with confidence to the different activities. Staff build good relationships with children and manage their behaviour well. There are good opportunities for children to self select; they show persistence and patience when completing complex tasks.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children enjoy looking at books. They show great excitement when listening to stories and wait patiently for the opportunity to join and imitate the different sounds. They make good use of the many opportunities to write and read short sentences. Staff should spend more time skilfully questioning children and building on their existing knowledge.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children make use of the many opportunities to compare numbers. The recognition of shapes and counting up to ten and beyond is fully established. Children should be given more opportunities to spend time using practical activities to problem solve.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

In line with the theme on shapes and colours, children draw shapes and relate them to features of the solar system, they know that the sun is round, the stars come out at night and the moon is like a circle. The celebration of festivals from around the World extend children's knowledge of other cultures.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children lift chairs properly and carefully replace equipment in its right place. They have good co-ordination and demonstrate this by riding bikes around corners, and by climbing large outdoor play equipment. Children have access to an excellent selection of equipment for physical use, on a daily basis.

CREATIVE DEVELOPMENT

Judgement: Very Good

There are good opportunities for children to explore colours. Most children know the primary colours, and some can recognise the secondary ones. The ability to skilfully handle a range of large and small implements is fully established. Music and singing are regular features of the pre-school. Children enjoy music and show great enthusiasm when playing musical instruments.

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 practical opportunities to extend children's mathematical development in a meaningful way.
- consider the programme for communication, language and literacy and how staff use question and answers time to build on children's existing knowledge.

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.