



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 509096

DfES Number:

INSPECTION DETAILS

Inspection Date	27/11/2003
Inspector Name	Kay Rutter

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	PINNER CENTRE PRE-SCHOOL
Setting Address	PINNER YOUTH & COMMUNITY CENTRE CHAPEL LANE CAR PARK, CHAPEL LANE PINNER MIDDLESEX HA5 1AA

REGISTERED PROVIDER DETAILS

Name	The Committee of The Committee of Pinner Centre Pre-School 273267
------	--

ORGANISATION DETAILS

Name	The Committee of Pinner Centre Pre-School
Address	Pinner Youth & Community Centre Chapel Lane Car Park Pinner Middlesex HA5 1AA

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

Pinner Centre Pre School opened in 1992. It is run by a committee and operates from the main hall of the youth & community centre building in Pinner, a second room is used at times. The setting is within walking distance of Pinner station and local bus routes, there is pay and display car parking outside the building.

The group is registered to provide sessional care for a maximum of 25 children aged between 2 and 5 years and operates during term time only. There are currently 37 children on roll. This includes 24 funded three year olds and four funded four year olds. Children attend for a variety of sessions. The setting supports children with special needs and multi lingual children.

The group opens Monday to Friday during term time. Sessions are from 09:15 to 11:45, this is currently extended to 12:45 on Wednesday for children in the rising fives group. Children attend for various sessions.

One full time and ten part time staff are employed, at least five staff are present at every session. Most staff are experienced and many have relevant early years qualifications or are working towards qualifications. The group has regular volunteers and parents attend sessions on a rota basis. The setting receives support from both the Early years Development and Childcare Partnership and the Pre School Learning Alliance. They follow the foundation stage curriculum to enable children to work towards the Early Learning Goals.

How good is the Day Care?

Pinner Centre Pre School Playgroup provides good care for children.

Suitably qualified, vetted and experienced staff are recruited. The operational plan ensures staff have clear responsibilities and are well deployed, enabling them to offer plenty of individual support and attention to children. They have good communication systems and work well as a team. A well organised range of policies and procedures are in place to ensure the efficient and safe running of the group,

these are progressively reviewed and updated and are easily available to parents.

The staff create a rich and stimulating environment for children, despite having to clear away after every session as the hall is shared. Defined play areas are inviting for children and offer space to extend imaginative play. Safety and security measures are in place and access to the setting is monitored and recorded. Staff access regular training to update their knowledge and skills in areas including first aid and child protection. Staff operate a keyworking system, they have good knowledge of children as individuals and work in partnership with parents and professionals to ensure that their specific needs are met.

Good understanding of the early learning goals and effective planning means that children make good progress. Children have access to a varied range of stimulating activities and experiences, they participate well. They have good opportunities and resources to learn about their own and other cultures and the diversity of people. Children enjoy good opportunities for imaginative and role play. Staff and children have a good rapport, staff act as positive role models showing children kindness and respect, which is mirrored by the children. Children are widely praised and develop good self esteem.

Partnership with parents is good - parents are warmly welcomed, there is good communication and access to a wide range of information about the group and the children.

What has improved since the last inspection?

All four actions set at the previous inspection have been met.

The setting reviewed session times to meet the National Standards for sessional care. Drinking water has been made available for independent access by children.

Two further actions related to documentation, the required changes were met and additionally the group have reviewed and updated all of their documentation, policies and procedures.

What is being done well?

- There is a good, clear registration system to show who is on the premises. The operational plan works well in practice - staff work well as a team, are effectively deployed, have clear responsibilities, ongoing training opportunities and good communication (Standard 2)
- Staff have a sound understanding of early learning goals. Effective planning ensures a broad and balanced curriculum is offered. Children are interested and make good progress in all areas of learning(Standard 3)
- Staff provide a rich and stimulating environment which promotes interest and learning (Standard 4)
- A clear detailed equal opportunities policy, based on legislation, is implemented by staff. Children have good opportunities to explore their own

and other cultures and beliefs reflected in the respect they show for each other. Staff demonstrate good individual knowledge of all children and meet their needs.(Standard 9)

- Staff act as positive role models for children, showing them respect and kindness - children mirror this behaviour. They are encouraged to share and take turns and given lots of praise and encouragement (Standard 11)
- Partnership with parents is very good, they are welcomed warmly and have access to good information about the setting, curriculum and individual progress (Standard 12)
- Good, well organised documentation, policies and procedures are in place to ensure the safe running of the nursery (Standard 14).

What needs to be improved?

- opportunities for children to select resources and materials independently - to enable them to make decisions and choices about their learning, be spontaneous, practice their skills and set their own challenges (Standard 3).

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
3	increase opportunities for children to select resources and materials independently - to enable them to make decisions and choices about their learning, be spontaneous, practice their skills and set their own challenges.

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

How effective is the nursery education?

The education programme offered at Pinner Centre Pre School Playgroup is good. Staff have created a rich, stimulating, lively and positive learning environment. Children make good progress in the six key areas, particularly knowledge and understanding of the world and personal, social and emotional development. Children are generally well behaved, enthusiastic and motivated learners who are able to persist at a wide range of activities and experiences.

The quality of teaching is good. A sound understanding of the foundation stage, effective planning and good use of individual observations ensures staff provide interesting experiences for children which enables them to make good progress. Staff work well as a team, they are well deployed and give plenty of attention and support to children. Staff and children have good relationships, children are treated with respect - this is reflected in good behaviour, a caring environment and motivation to participate and learn.

The leadership and management of the group is good. The managers are an integral part of the team. They use staff members skills, parents and volunteers to create a well balanced team that works well together. Adults show a commitment to providing good quality care and education for children and regularly access training to ensure their skills and knowledge are current.

Partnership with parents is very good. Parents have access to good information about the setting and the curriculum, the managers are taking steps to try to provide written information in community languages. Parents are encouraged to share what they know about their child to plan effective settling and learning experiences. Staff keep parents verbally informed about their child's achievements and progress and produce written reports when children leave the setting. Parents participate in children's learning and speak very highly about the group, the friendly staff and the positive experience that children have.

What is being done well?

- Staff have a good understanding of the early learning goals and effectively plan a broad and balanced curriculum. The rich environment and good quality teaching enables children to make good progress in the six areas of learning. Staff work well as a team and give plenty of attention and support to children individually and in small group situations.
- Staff have good relationships with children. Adults act as positive role models and treat children with respect - this is reflected in good behaviour, good self esteem and confidence which enables children to participate in a wide range of activities and experiences.
- Children progress well in all areas. They make particularly good progress in

developing relationships and their knowledge and understanding of the world at local and global levels. Children are confident, have good opportunities to develop language skills and communicate very well with staff and each other. They have good opportunities to learn about many aspects of the natural world and develop an understanding of the effects of the passing of time. They are developing an understanding and respect for varied cultural experiences and beliefs which leads to a strong sense of belonging and an understanding of community life.

- The group works very well in partnership with parents. There is good sharing of information to create a positive individual learning experience for individual children. Parents are able to participate in children's learning within the setting as well as at home.

What needs to be improved?

- opportunities for children to select resources and materials independently - to enable them to make decisions and choices about their learning, be spontaneous, practice their skills and set their own challenges.
- frequency of opportunities for children to explore number and develop counting skills
- opportunities for musical experiences

What has improved since the last inspection?

Many of the groups policies and procedures have been reviewed and amended, these are shared with parents.

Staff attend a variety of training courses to ensure they update their skills and knowledge to have a positive impact on the care and education of the children.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Very good progress is made in this area. Children are enthusiastic and motivated learners who persist at activities and show their achievements proudly. Warm relationships are evident between staff and children. Behaviour is generally good, sharing and taking turns is encouraged and children are frequently praised. Respect for others is evident as children play well together, help each other and negotiate difficult situations with peers skilfully without adult intervention.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children make good progress, especially in developing verbal communication. They negotiate plan, share ideas and talk about experiences. Staff extend vocabulary well. Children listen, participate and respond positively to story and song. Children access a wide range of good quality books, handling them competently and exploring print in several languages. Regular writing opportunities are provided, although these need to be extended to challenge four year olds and more able children.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Mathematical progress is generally good with many opportunities to explore a range of concepts. Everyday situations are used to explore colour, shape, quantity and position. More opportunities to explore number would be beneficial. Children have regular opportunities to calculate and compare more and less, heavy and light, bigger and smaller through practical activities and experience. They have a good command of mathematical language.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Very good progress is made. Children have good opportunities to learn about the natural world and geography at local and global levels. History is introduced in meaningful ways to children as they talk about housing and appliances. They use construction kits competently but have limited opportunities to select resources for designing, making and finding out how things work. They develop a sense of time when discussing significant life events and learn about varied cultures and beliefs.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children make good progress. They demonstrate good spatial awareness as they move confidently and imaginatively using varied large and small equipment. Children are well coordinated and exercise control and dexterity as they safely handle tools, thread beads, cut with scissors, punch holes, use a stapler and pencils.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Creative progress is generally good. There are many opportunities to explore colour, shape, form, texture and space through adult led activities, although there are limited opportunities for children to access resources to create freely. A good range of props supports imaginative play, children persist for lengthy periods as they negotiate ideas and develop complex storylines. Children participate in singing with pleasure, they would benefit from more musical experiences.	
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

- create opportunities for children to spontaneously and independently select materials and equipment
- increase the frequency of opportunities for children to explore number and develop counting skills through practical activities
- provide a wide range of musical experiences

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.