



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 204346

DfES Number: 512125

INSPECTION DETAILS

Inspection Date	02/12/2004
Inspector Name	Janette Elaina Langford

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Chafford Hundred Pre School Playgroup
Setting Address	Clifford Road Chafford Hundred Grays Essex RM16 6BZ

REGISTERED PROVIDER DETAILS

Name	The Committee of Chafford Hundred Pre School Committee 1019707
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ORGANISATION DETAILS

Name	Chafford Hundred Pre School Committee
Address	Clifford Road Chafford Hundred Grays Essex RM16 6BZ

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

Chafford Hundred Pre-school is run by Chafford Hundred Pre-school Committee. It opened in 1993 and operates from two interlinked demountable buildings in Chafford Hundred. A maximum of 50 children may attend the nursery at any one time. The group opens five days a week during school term times. Sessions are from 09:00 until 11:45 and 12:00 until 15:30.

There are currently 125 children from two to under five years on roll. Of these 57 children receive funding for nursery education. Children come from a local catchment area. The setting currently supports a number of children with special needs, and also supports a number of children who speak English as an additional language.

The nursery employs 15 staff. Eight of the staff, including the manager hold appropriate early years qualifications. Three members of staff are currently working towards a qualification.

How good is the Day Care?

Chafford Hundred Pre-school provides good care for children.

The supervisor holds a level 3 qualification and staff have the relevant experience, skills and abilities. The setting is well organised and staff spend the majority of their time working with the children. The administrative side of running the group is managed by an administrator and the committee. The operational plan contains all the necessary policies and procedures although one policy does not contain all the necessary information. The group have sole use of their premises and outside area and have organised it well. This together with the with the good quality equipment provide a comfortable learning environment for children. Records are well kept.

Staff are vigilant and there are effective systems for the arrival and departure of children. Most staff are qualified in first aid and two also hold food hygiene certificates. The children are provided with plentiful amounts of nutritional snacks

and regular drinks. Staff are aware of their responsibilities regarding child protection and the prospectus contains a statement for parents.

Children are able to choose from a good range of activities and have regular outside play. They are based in groups with similar aged children and the overall planning reflects the two different rooms. Some staff have undertaken training in aspects of diversity and equality and this has influenced the practice and resources available. Staff are aware of children who may have special needs and support them well, working with parents and other agencies. Staff have high expectations of children's behaviour and they respond well to this.

The staff work in partnership with parents to meet the needs of their children and information is shared. Relevant information is displayed in the entrances to keep parents informed of what goes on and the prospectus contains the necessary information, including the complaints procedure.

What has improved since the last inspection?

At the last inspection the setting agreed to obtain a copy of the Area Child Protection Committee procedures and ensure that all staff have been vetted. These have been addressed.

The setting was asked to produce action plans detailing how the supervisor and the deputy will achieve a level 3 qualification appropriate to the post. Both the supervisor and deputy have achieved these qualifications.

The setting agreed to obtain written parental permission to the seeking of emergency medical advice or treatment and this has also been addressed.

What is being done well?

- The organisation of the setting is good. The administrator and committee representative have a high profile and attend to the necessary administration leaving the staff to spend their time with the children. The team work well together to ensure that each session runs smoothly and that children and parents are happy with the provision.
- Staff have a sense of fun, a positive approach to their work and create a happy and calm atmosphere in which children can play and learn. They have high expectations of children's behaviour and remind them of the simple rules. The children behave well and there is little disruption in their well ordered routines.
- Children are provided with healthy and nutritious snacks. Every session there is a large plate of fresh fruit pieces from which they can choose. There is plenty for everyone. Following this is a plate of toast and butter to share.

What needs to be improved?

- the content of the 'lost child' policy.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There are no complaints to report

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	Review the lost child policy to reflect the procedure to follow in the event of a child missing from the premises.

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 Chafford Hundred Pre-school is good. It enables children to make generally good progress towards the early learning goals in their communication language and literacy and mathematical development and very good progress in all other areas of learning.

Teaching is generally good. Staff have an understanding of the Foundation Stage through both training and experience, with planning and teaching generally in line with the early learning goals. Although staff understand the curriculum guidance and use it for their planning, the stepping stones are not always followed and differentiation not detailed. Therefore, the more able children are not always challenged in all their activities.

Staff build up trusting relationships with children and encourage good behaviour. Staff interaction with the children is effective and there is a definite sense of fun within the setting. The progress records follow the stepping stones and are used in the planning but do not contain any observations although there are some brief comments. There are more detailed progress records and observations for children with special needs who have individual learning plans.

Leadership and management is generally good. The setting is led by a committee. They take an active role in the daily running of the group, together with an employed administrator. The supervisor oversees the planning and delivery of the care and education and encourages training. She liaises with outside agencies such as the EYDCP and the area SENCO to help bring new ideas and expertise into the group.

Partnership with parents is generally good. Parents are provided with good information about the setting, the Foundation Stage and the early learning goals. They are invited to a parents' evening once a year to view their child's records and discuss and share what they know about their child. Parents are encouraged to share items from home that are linked to the pre-school's themes.

What is being done well?

- Children are learning aspects of different cultures and beliefs, but they also have opportunities to talk about their own homes and what they are doing at Christmas. They can compare the ways that they celebrate the festive season within their family setting and learn to appreciate the similarities and differences.
- Children are caring towards each other and share well. At snack time they pass a large plate of fruit around the table themselves from one to another and take a few pieces at a time. There are no limits to how many times, or in what order, the plate is passed around. The children have worked out a fair system for themselves so that everyone has as much as they need.

- Children are very good at sitting and listening when necessary. They practise this in an organised manner after snack time when they are asked to sit quietly for a minute. They understand that they should not talk or distract one another, and they manage to do this very well.

What needs to be improved?

- the challenges set for more able children.

What has improved since the last inspection?

The setting has made generally good progress since the last inspection.

There has been an increase in the frequency and quality of activities for encouraging children in mathematics. They sometimes use workbooks and explore simple calculation and counting in everyday routines. However, the more able children still need more challenge in this area.

The setting has improved the provision of books and artefacts to the nurseries resources to increase the children's opportunities to learn about other cultures and beliefs.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are developing confidence and good self esteem. They have many opportunities to choose their activities, are confident in their surroundings and know the routine. Children show a positive approach to new experiences and demonstrate a sense of trust with adults and each other. Children behave well, are polite and helpful towards one another and can manage some developmentally appropriate tasks. They seek out others to share experiences and play well together.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children use language to make requests, communicate ideas and make conversation. They use language in their play and sometimes look at initial letters and sounds, although opportunities to practise this in daily routines are not always recognised. Children enjoy stories in both small and larger groups. The writing table is available everyday but more able children are not always encouraged to write their names on their work or to see writing as purposeful.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children use number language spontaneously in their play. Most children can count up to and beyond ten and are beginning to recognise some numerals. They learn about simple calculation through a few practical activities, such as singing number rhymes. Children have access to equipment and activities to learn about shape space and measure through play and can use some language to compare such as big and little. More able children are not always challenged in practical maths.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children enjoy cooking activities, examine objects and can guess the odd one out. They look at the weather and their immediate environment. Activities are planned to help children develop a sense of time and place through trips out and activities about their families and homes. Children explore their design and making skills, beginning to try out techniques for themselves and equipment for ICT is available. Aspects of different cultures and beliefs of others are explored within the setting.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children are developing their physical skills through a balanced range of activities. They show good awareness of space both inside and out and have daily outside activities. Children repeat movements in songs and rhymes, move their bodies in different ways and learn health and body awareness. Children are becoming more competent in using equipment both large and small to develop all their skills including their finer movements.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children have daily activities to explore a range of media and materials. They have opportunities to express their own ideas through collage, paintings, music and dance. Children enjoy singing both alone and together and sometimes make up songs to sing to themselves whilst they play. Role play is a favourite amongst the children and their imagination is lively and expressive throughout all their 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

- review the planning so that stepping stones are taken into account and differentiation detailed so that staff can see where they can offer challenge for more able children within the daily routines.

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.