



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 221870

DfES Number: 523514

INSPECTION DETAILS

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| Inspection Date | 19/11/2003 |
| Inspector Name | Denise May Smith |

SETTING DETAILS

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| Day Care Type | Full Day Care |
| Setting Name | Stretton Pre-School |
| Setting Address | Amenity Centre Main Street, Yaxley Peterborough Cambridgeshire PE7 3LU |

REGISTERED PROVIDER DETAILS

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| Name | The Committee of Stretton & Fourfields Pre School 1020271 |
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ORGANISATION DETAILS

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| Name | Stretton & Fourfields Pre School |
| Address | c/o 133 Broadway Yaxley Peterborough Cambridgeshire PE7 3JD |

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

Stretton Pre-school opened in the 1982. The Pre-school is accommodated in the Amenity centre in Yaxley, which is owned by the parish council. Two large rooms are used. Children generally attend from the local area.

There are currently 85 children from 2 to 5 years on roll. This includes 12 funded 3 year olds and 10 funded 4 year olds. Children attend for a variety of sessions. The group opens 5 days a week during school term times and for 4 weeks during the school summer holidays. Sessions are from 09:00 to 15:00. Ten staff in total work with the children. At least half of the staff have, or are working towards early years qualifications to NVQ level 2 or 3.

The setting receives support from a mentor from the Early Years Development and Childcare Partnership.

How good is the Day Care?

The Stretton Pre-school provides good quality care for children.

The effective management and organisation of the group ensures that staff are able to offer good, appropriate care to the children who attend. Staff training is given high priority and deployment of staff is well managed. Both pre-school rooms are warm and welcoming to parents and children, they are organised appropriately to maximise their use. A comprehensive system of record keeping is in place and all policies and procedures are accessible to parents. However, some documents need updating.

Staff have a good awareness of keeping children safe both indoors, outdoors and when on outings. They give high regard to health and hygiene issues, encouraging children to adopt good hygiene procedures. A varied and nutritious menu of snacks and drinks is provided and individual children's dietary requirements are met. Snack time is valued as a social time, which fosters the children's independence as they select and spread the toppings for their toast. The packed lunches children bring are

stored appropriately.

Children are provided with a varied, well-paced, age-appropriate range of activities, which include frequent opportunities for outdoor play and local outings. The many visitors to the group support topic based activities, for example a local carpenter visited to support a project on woodwork. Toys and equipment are carefully chosen and of good quality. Staff and children enjoy good relationships with each other and children with special needs are very well supported. Praise and encouragement is used effectively. This reinforces the children's good behaviour and promotes children's confidence and self-esteem.

Partnership with parents and carers is very good. Comprehensive information is both gathered and shared with parents so that children feel secure in the group. Parents are encouraged to approach the staff and/or management at any time.

What has improved since the last inspection?

At the last inspection the committee of Stretton pre-school agreed to increase their knowledge of the local ACPC guidelines, maintain records of any students and volunteers, obtain written permission from parents regarding any emergency advice and or treatment needed, to ensure parents know how to access policies and to update the complaints procedure to include Ofsted as the registering body. Training has been undertaken with regards child protection, records are maintained on any students and volunteers, written permission from parents regarding emergency advice and or treatment has been obtained, all policies are now put out each morning in the lobby area for parents to read, and the complaints procedure now includes reference to Ofsted as the registering body. However, the contact number has not been added.

As a result of these changes, the care offered to the children has been further enhanced.

What is being done well?

- Good organisation and the stringent systems in place ensure that the provision is managed effectively.
- The extensive range of interesting, appropriate activities covering all areas of development, which are appropriately used by staff to ensure children are given every opportunity to reach their individual potential.
- An accessible environment and appropriate resources, which are tailored to meet children's individual needs, ensures that all children have equality of access to the facility and the range of stimulating play opportunities.
- Parents are valued as partners in care. Good systems of communication, information gathering and sharing allow children to be cared for according to parent's wishes.

An aspect of outstanding practice:

The management and staff firmly believe that the nurturing of children's self esteem

and confidence is imperative in underpinning the care and learning offered in the group. They work very hard to establish this. The very good relationships staff have with the children enables them to be confident and secure in their care. (Standard 3)

What needs to be improved?

- the procedure followed when appointing staff to include information which enables the registered person to determine if the applicant is suitable to work with the children.
- the complaints procedure to include Ofsted's telephone number.

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 |
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| 1 | Further develop the procedure followed when appointing staff to include information which enables the registered person to determine if the applicant is suitable to work with the children. |
| 14 | Further update the complaints procedure to include Ofsted's telephone number. |

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

How effective is the nursery education?

Stretton Pre-school offers very good quality nursery education. The children are making very good progress in all areas of learning.

The quality of teaching is very good. Staff use their knowledge of the foundation stage and their good understanding of how children learn to deliver fun, exciting, interesting and varied opportunities for children to try new experiences. As a result children absorb the curriculum offered. The comprehensive planning process ensures all areas of learning are explored and is underpinned by the basic play elements such as sand, water, free art and play dough being always available. Assessment is used to identify children's strengths and highlights areas that are still to be attained. However, there is not a formal link between the assessment and the planning cycle. Children are very well behaved. Staff, have clear expectations of the children and consistently apply the age appropriate strategies used to encourage positive behaviour. An effective system for supporting children with special educational needs ensures equality of access to the provision and enables all children to participate in the rich opportunities available.

Leadership and management is very good. The committee is supportive and well organised. The system of staff appraisals, self evaluation and the training programme ensures that the group is ever evolving and striving to improve on what is already a very good setting. Staff have a clear understanding of their roles and responsibilities, they work well as a team knowing their strengths and using them well.

The partnership with parents is very good. Information is gathered and shared in a variety of ways including parent's evenings and Saturday open days. Informative reports ensure parents are aware of the progress children are making towards the six areas of learning. They talk to staff informally and are encouraged to become a part of the group and be actively involved in supporting their children's learning.

What is being done well?

- Staff create a stimulating environment which fosters children's learning. Children are happy and confident and therefore able to make good progress in all areas of learning.
- An effective SENCO shares her knowledge and skills with the staff team ensuring that children with special educational needs are offered very good support.
- Partnership with parents and carers is very good. They are welcomed into the setting and are encouraged to be actively involved with their children's learning. They are able to approach staff and discuss their children's progress.

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| What needs to be improved? |
| <ul style="list-style-type: none">● the assessment process so that the next steps for children are formally identified and link clearly into the planning cycle. |

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| What has improved since the last inspection? |
| <p>Very good progress has been made at implementing the action plan drawn up to address the three key issues raised at the last inspection.</p> <p>The children are now grouped appropriately and are given many opportunities to participate as speakers and listeners.</p> <p>Children now use name cards confidently to support name recognition and many other aspects of learning.</p> <p>The snack time is now organised as a social time providing many learning experiences for the children. Their independence is fostered as they make choices and spread their chosen toppings on their toast.</p> <p>These areas have been addressed and as a result the quality of the learning opportunities offered to the children has been further enhanced.</p> |

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident, happy and secure, separating from their carers with ease. They are motivated to learn and try new experiences. Children concentrate and persevere, with adult support where appropriate. Children form good relationships with staff and peers, co-operating, negotiating, taking turns and sharing resources. High self-esteem is seen as paramount, which lays the foundation for children's learning. Children are very well behaved responding to the positive messages given to them.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children enjoy mark making during role play, in the labelling of their work and throughout many of the activities offered. They use language to negotiate with peers and adults, speaking confidently to a familiar audience. They link sounds to letters and match sounds to the alphabet. Books are valued and handled appropriately. Children join in and listen intently to stories, predicting the outcome of the story line. Good use is made of name cards and they understand that print carries meaning.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children say and use numbers in context counting reliably to 10 and beyond. They recognise and recreate patterns and use mathematical concepts to problem solve. Staff, make good use of introducing concepts of calculation and relate adding and subtraction to combining groups of objects via planned and spontaneous activities. Children are skilled at using mathematical concepts across many play situations. They recognise shape, size and quantity and use appropriate language to describe position.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

There are good opportunities for children to use information technology, this underpins learning in other areas. Children build and construct using an extensive range of objects and tools. They are able to learn about the environment, the natural world, their local community and other cultures through an interesting range of planned and spontaneous activities; visitors to the group further support their learning. Children enjoy talking about past and present events in their own lives and others.

PHYSICAL DEVELOPMENT

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| Judgement: | Very Good |
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Children move confidently to music and during general physical activities. They have awareness of their own bodies and of others. Very good opportunities are planned, both indoors and out, all year around, which encourage children to climb, jump, slide, balance and develop a sense of space. They use tools and equipment in a variety of activities, with control and a developing awareness of safety. Children learn about the importance of staying healthy through discussion and planned activities.

CREATIVE DEVELOPMENT

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| Judgement: | Very Good |
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Children express their ideas and develop their imaginations in a variety of ways through planned and spontaneous activities. They make appropriate use of resources such as puppets and enjoy 'whole group' activities such as role-playing weddings from different cultures. They enjoy exploring colour and texture and construct in 2 and 3 dimensions choosing from a range of resources. They enjoy a wide range of songs, rhymes and ring games. Music is used for fun and to support other areas of learning.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- 'There are no significant weaknesses to report but consideration should be given to improving the following:'
- further develop the assessment process so that the next steps for children are formally identified and link clearly into the planning cycle.

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.