



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 309443

DfES Number: 519700

INSPECTION DETAILS

Inspection Date 15/09/2003
Inspector Name Jannet Mary Richards

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Rishton Pre-School Learning Group
Setting Address Stourton Street
Rishton
Blackburn
Lancashire
BB1 4ED

REGISTERED PROVIDER DETAILS

Name The Committee of Rishton Pre School Learning Group

ORGANISATION DETAILS

Name Rishton Pre School Learning Group
Address Stourton Street
Rishton
Blackburn
Lancashire
BB1 4ED

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

Rishton Pre-school Learning group has been operating for more than 30 years in various locations. For the last 10 years it has been based at the Primetime Centre, a community building adjoining Norden High School.

The group has use of a large hall and enclosed outdoor play area. In addition they use a smaller hall for weekly physical education sessions, and have the use of a shared garden area.

The majority of children who attend live in Rishton, which is a large urban village on the outskirts of Blackburn.

The Pre-School is registered to provide care for 24 children aged between two years and five years. It operates from 09:15 to 11:45 five mornings a week for three and four year old children, and from 12:30 to 15:00 three afternoons a week for two-year-old children.

The group operates during school term times only.

There are currently 29 children on roll. This includes 24 children who are in receipt of nursery education funding. The group supports children with special educational needs, and children for whom English is an additional language.

The Pre-School is run by a management committee which employs four staff who work with the children, all of whom have a relevant childcare qualification. In addition a fifth person is employed for one morning each week to give children individual support in using a computer.

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

How good is the Day Care?

Rishton Pre-School Learning Group provides good care for children.

The staff team work well together and have a very strong commitment to development of the pre-school provision. They often attend short courses and training events to develop their knowledge and understanding of issues relating to the care and education of young children.

They have policies and procedures in place for most aspects of the provision, and implement most of them effectively in their day-to-day practice.

The staff have a good awareness of safety issues, and supervise the children very well to ensure their safety both indoors and out. The pre-school has a good range of equipment to support children's development and interests, and effective procedures are in place to keep toys and equipment clean and safe. Most procedures are in place to promote the health and well being of the children, though the staff have not yet developed practices to ensure that fresh drinking water is available to the children throughout the sessions.

Children benefit from good settling in procedures, which allow them to visit the pre-school with parents and start gradually, enabling them to feel secure and settled. This gives them the confidence to explore the appropriate range of well-planned activities. The staff get to know the children very well, by observing them, talking to and playing with them, and by asking parents about children's individual needs. Children with special needs are well supported in the pre-school environment.

The staff develop good relationships with parents. Their friendly approach enables parents to feel welcome. Parents are provided with good information, verbally and in written form, to ensure that they are well informed about their children's progress and the day-to-day activities of the pre-school.

What has improved since the last inspection?

At the last inspection the staff were required to address the following issues:

- develop the operational plan to include procedures in the event of a child not being collected;
- ensure procedures are in place for taking children on outings,
- obtain written parental consent for emergency medical treatment,
- ensure that child protection procedures include the procedure to follow if an allegation of abuse is made against a member of staff.

The staff have made good progress on most actions;

They have reviewed their documentation to ensure written consents are obtained from parents, and the necessary policies and procedures are in place;

The operational procedures now contain procedures to follow if a child is not

collected. There are aspects of the operational plan, however, which remain unclear, such as staff support and deployment. This issue forms a recommendation from this inspection.

What is being done well?

- Staff know and understand the children very well. They provide good individual support and effective settling in procedures, which enable the children to feel secure and confident in the pre-school environment.
- The children benefit from a well-planned programme of activities, which are suitable for their age and interests.
- The whole staff team have a strong commitment to further development through access to training.
- Partnership with parents is good. The welcoming atmosphere and open communication ensures that parents are well informed about the pre-school activities and children's progress.

What needs to be improved?

- the documentation relating to the operational plan and recording of fire drills
- the accessibility of drinking water at all times
- the procedures for collection of children by a named adult.

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
6	ensure that the procedures for collection of children by named persons are followed in practice at all times.

8	ensure that drinking water is available for the children at all times.
14	develop recording procedures to ensure sufficient detail is recorded following fire drills, and in relation to the operational procedures of the pre-school (operational plan).

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

How effective is the nursery education?

Rishton Pre-School Learning Group offers good quality provision which helps children make generally good progress towards the early learning goals.

Children's progress in personal, social and emotional development, communication, language and literacy, mathematics, and knowledge and understanding of the world is generally good.

Children's progress in physical development is very good and well promoted.

Children make less progress in creative development due to significant weaknesses in this area.

Teaching is generally good.

The staff's good understanding of the foundation stage and their effective planning of an interesting range of activities helps children make good progress in most areas. The use of effective systems to assess children's progress enables them to plan for the next stages in their learning. Children with special needs are well supported.

The staff are clear about their roles in planned activities and support children well. They are less clear about their role in spontaneous and unplanned activities and are less effective in promoting children's learning in these areas. The pre-school has a good range of resources, though these are not always used effectively to give children opportunities to extend their play ideas, consolidate what they have learned and be freely creative.

The staff are skilled at managing children's behaviour, the children respond well to frequent praise and encouragement which promotes good behaviour.

Leadership and management is generally good.

The staff team work very well together and have a strong commitment to development through further training. They are supported well by a manager who works alongside them to ensure the smooth running of the provision.

Partnership with parents is very good and contributes well to children's progress.

Parents are very welcome in the setting and their views valued. They are well informed about the progress children are making.

What is being done well?

- The staff team have a sound knowledge of the foundation stage and plan a good range of focussed activities. Children's physical development is

particularly well promoted.

- Effective systems of observation and assessment enable the staff to know and understand each child well and plan for the next steps in their learning.
- Children benefit from the positive approach of the staff team. Praise and encouragement are used well to celebrate achievements and encourage good behaviour.
- The staff team work well together, and have a strong commitment to further development through access to training.

What needs to be improved?

- the range of resources available at all times to extend choice and give the children opportunities to extend their play and learning ideas, and consolidate what they have already learned.
- the opportunities for children to be freely creative and express themselves through role play, music and creative materials such as paint.
- the clarity of the adult role in supporting the children in unplanned and spontaneous play.

What has improved since the last inspection?

The staff team have made generally good progress on the three key issues raised at the last inspection;

The staff have increased the structured opportunities for children to participate in activities to promote mathematical understanding. Activities are well planned and good progress has been made in this area;

The staff have made limited progress on the second issue identified at the last inspection - to provide sand, water, easel activities daily and increase choice for children. There are still insufficient opportunities for children to freely access these resources and be creative. This remains a key issue for development;

The staff have made good progress on the third issue- to provide more opportunities for children to explore the features of living things and the local environment, and opportunities for children to question why and how things happen. Planned opportunities are now in place with a good range of activities provided to cover these aspects.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children settle well into the pre-school. They receive good support from staff, which helps them to feel secure and explore the play activities with confidence. They generally behave well, responding to praise and encouragement. They develop good levels of personal independence, such as wiping their own noses. The children persist well at activities, which interest them, though do not often access a wide range of resources to extend their play ideas.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident speakers and good listeners. They listen carefully to stories, and to instructions during the physical education session. They talk confidently to each other and with adults and use language well to communicate during play. They enjoy looking at books and handle them correctly in a comfortable book area. Children use good opportunities to practice early writing skills in a mark making area, though less often during play, such as during role-play.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children use a good range of planned activities to develop their mathematical understanding. They have access to a good variety of resources to promote their understanding in this area. The children often use mathematical language during play, such as comparing the biggest and smallest animals, and folding paper to make "two halves". They enjoy counting during number rhymes and count to three as a group before tidy up time, though do not often count during play.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children enjoy investigating an interesting range of activities to find out why and how things happen, and the natural world, such as adding hot and cold water to dry peas, planting seeds and watching them grow, observing an insect on a leaf. They develop an awareness of cultures by participating in activities linked to celebrations, such as making lamps at Divali. They use their design and making skills when playing with construction toys, and making simple objects such as paper hats.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children enjoy a very good range of activities to promote movement, co-ordination and control. During weekly physical education sessions they stretch, hop, jump, balance, and learn to negotiate space around others. They make good use of activities such as sewing, cutting with scissors, and practicing early writing skills with pencils and pens to develop their fine motor skills. They learn to use equipment such as real tools safely with good support and supervision from adults.

CREATIVE DEVELOPMENT

Judgement:	Significant Weaknesses
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During adult-led activities children learn about colour, explore media such as paint, glue and collage materials, and create three dimensional structures. They do not often initiate or access these activities independently. Children do not often explore music, or have regular access to a range of creative resources to enable their free expression and experimentation. They engage in role play readily, though have limited access to imaginative resources to support this.

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

- increase the range of resources available at all sessions to allow children more opportunities to choose, consolidate what they have learned, and develop their own play ideas;
- increase the opportunities for children to freely explore music, creative materials and role play;
- develop the adult role in supporting children during free play in order to maximise the opportunities for children's learning.

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.