



Office for Standards
in Education

DAY CARE INSPECTION REPORT

URN EY283409

INSPECTION DETAILS

Inspection Date 03/03/2005
Inspector Name Sarah Harrison

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Thorpe Acre Pre-School Playgroup
Setting Address c/o Thorpe Acre Infants School
Alan Moss Road
Loughborough
Leicestershire
LE11 4SQ

REGISTERED PROVIDER DETAILS

Name The Committee of Thorpe Acre Pre-School Playgroup

ORGANISATION DETAILS

Name Thorpe Acre Pre-School Playgroup
Address Thorpe Acre Infant School
Alan Moss Road
Loughborough
Leicestershire
LE11 4SQ

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care. When making judgements, inspectors have regard to how well the provider meets the National Standards for under Eights Day Care and Childminding. A list of these is attached. The report identifies strengths and areas for improvement.

This inspection report must be made available to all parents.

Information about the setting

Thorpe Acre Pre-School Playgroup opened in 1968. It operates from a mobile unit situated on school grounds and located on a residential estate on the outskirts of Loughborough. There is a separate enclosed garden and playground available for outside play. The group serves the local community and surrounding villages.

There are currently 42 children on roll. This includes 25 funded 3-year-olds and 4 funded 4-year-olds. Children attend a variety of sessions each week. The setting supports children with special needs and those who speak English as an additional language.

The group opens five days a week, during term-times. Sessions are from 8:15 until 12:00,

and 12:00 until 15:30 Monday to Friday.

There are five staff who work with the children. Of these, four hold early years qualifications, and one is currently working towards a relevant qualification. The group is a member of the Pre-school Learning Alliance and receives support from a teacher mentor through Leicestershire Early Years Development and Childcare Partnership.

How good is the Day Care?

Thorpe Acre Pre-School Playgroup provides good quality care for children. Staff work well as a team and have a consistent approach to their work. The premises are safe, clean and welcoming. Staff, space and resources are organised effectively so that children are well cared for and supported. A comprehensive range of policies, procedures and written records are in place to ensure that staff and parents are familiar with the way in which the setting operates, however, some records lack detail.

To maintain children's safety, risks have been minimised both inside and outside the premises. Standards of hygiene are high. Staff promote cleanliness through daily routine. Children are able to request drinks throughout the day and packed lunches provided by parents, are stored appropriately. The setting is aware of the individual needs of all children both educationally and socially and provides care accordingly. Staff have a secure understanding of child protection issues and always act in the

best interest of the children.

A wide range of worthwhile learning and play activities are planned which engage the children and enable them to progress well. A good range of toys, resources and equipment promotes learning and development in all areas, however resources reflecting positive images of diversity are lacking. Staff manage children's behaviour well. They consistently encourage and value the children and as a result children learn right from wrong.

The setting has a positive relationship with parents. There are effective procedures in place for sharing information with parents. Well presented written information gives parents a clear understanding of the provision. Individual children's records help the setting and parents to assess the development and learning of each child. Parents report positively about the quality of care offered.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Staff develop positive relationships with children. They talk and listen to children, valuing and encouraging their contributions. As a result children are confident in their environment and are learning to be independent.
- Staff observe and record what children do and say and use their observations to plan the next steps for the children's play, learning and development. Activities are designed to promote all areas of learning and offer children a variety of first hand experiences which allows them to build on their natural curiosity as learners.
- Staff manage children's behaviour well. They encourage good behaviour through the positive reinforcement of behaviour that is valued and by having clear and consistent boundaries that are developmentally appropriate. As a result children begin to understand the effects of their behaviour on others and learn about what is right and wrong.
- There are effective procedures in place for sharing information with parents. Well presented written information gives parents a clear understanding of the provision. Individual children's records help the setting and parents to assess the development and learning of each child, so ensuring the individual needs of children are met.

What needs to be improved?

- records, by ensuring the daily record of attendance includes children's hours of attendance and the full name of each child
- the toys and resources reflecting positive images of culture, ethnicity, gender and disability.

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	Ensure that the daily records of attendance includes children's hours of attendance and the full name of each child.
9	Develop resources which reflect positive images of culture, ethnicity, gender and disability.

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.