



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 307139

DfES Number: 521415

INSPECTION DETAILS

Inspection Date	13/07/2004
Inspector Name	Janice Shaw

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	First Steps Orrishmere Pre-School
Setting Address	Scout Headquarters Warwick Close, Cheadle Hulme Stockport Cheshire

REGISTERED PROVIDER DETAILS

Name	First Steps Orrishmere Pre-School 1020249
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ORGANISATION DETAILS

Name	First Steps Orrishmere Pre-School
Address	Scout Headquarters Warwick close Cheadle Hulme Stockport

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

First Steps Pre-School opened in 1992. It operates from the scout headquarters on the Orrishmere estate, Cheadle Hulme. The pre-school serves a wide area.

There are currently 31 children from 2 to 5 years on roll. This includes 11 funded three year olds and no funded four year olds. Children attend for a variety of sessions. The setting supports children who have special needs. No children are attending for whom English is an additional language.

The group opens four days a week during school term times. Sessions are from 09:15 until 11:45.

There are four part time staff working with the children, three of whom have early years qualifications and one member of staff is currently on a training programme. The setting receives support from a teacher from the Early Years Development and Childcare Partnership.

How good is the Day Care?

First Steps Pre-School provides good quality day care for children. The group regularly operates an enhanced staffing ratio, the results of which are clearly reflected in the quality of interaction between staff and children. The effective organisation of staffing ensures that all children's individual needs are met and their development nurtured. Good attempts have been made to make the scout hut attractive for younger children and much evidence of children's work is on display. Children have free access to a large range of good quality equipment. The large role play area gives much scope for children's imaginative play. All records are maintained in line with the requirements of Ofsted and regularly updated. Policies and procedures are comprehensive and well presented for staff and parents.

Children's safety is paramount. High standards of hygiene are maintained by staff who are all qualified in first aid. Children are provided with healthy snacks each

session. Drinking water is not freely accessible to children. All children have access to a full range of purposeful activities, which takes account of their age, gender and pace of learning. The staff have secure knowledge of child protection procedures and issues. Children with special educational needs are particularly well provided for and sensitively supported.

The care of the children is good. The daily routine successfully meets the needs of the children and provides a good balance of activities. They benefit from planned activities that have a positive impact on their learning and development. Children are well behaved and staff use successful techniques such as praise and reward to promote positive behaviour.

Parents feel welcome and find staff approachable. Newsletters and a notice board keep parents informed of fund raising and special events

What has improved since the last inspection?

Following the last inspection the pre-school had five actions to include in their action plan. Progress in addressing the actions has been good. The actions mainly related to records, and a risk assessment. All records are in place, well maintained, regularly updated and shared with parents. A satisfactory risk assessment has been completed and referred to regularly, improving the safety of the setting.

What is being done well?

- The leadership and management of the provision is good. Staff are clear about their roles and responsibilities and work well as a team. Senior staff ensure the comprehensive operational plan is effectively put into practice and take their designated roles, such as child protection, equal opportunities and safety responsibly.
- The provision and organisation of a very good range of healthy and nutritious meals and snacks, including the specific care taken for children who have special dietary needs.
- All staff involved with the children throughout the nursery have a clear understanding of the needs of this age group and plan a wide variety of opportunities for the children to develop their skills.
- The sensitive way that children with special needs are well supported and actively included in all activities. The staff will offer individual support when required. Valuable links have been made with external agencies in order to offer a consistent approach to each child.
- Children are very well behaved. They have a positive self-esteem and respond well to staff's constant use of praise and reward, such as stickers for their achievements. They show great respect for others, waiting very patiently as they line-up with friends and sit quietly at group time, listening attentively and taking turns to share their news.

An aspect of outstanding practice:

The pre-school very successfully supports a number of children with special needs. The many opportunities used for giving individual attention, coupled with effective policies and a strong communication, language and literacy programme ensures that individual children's needs are met. Well planned activities take into account the individual interests of the children and all children are sensitively encouraged to participate. When a child who has a learning programme linked to an external agency, is reluctant to participate in the programme at home, under parental guidance, staff discreetly include it as part of an everyday activity in the setting. The playroom is arranged to allow all children equality of access to all activities and will if necessary construct "tailor made" play situations for individual children, particularly linking to physical development. (Standard 10)

What needs to be improved?

- the servicing of the fire extinguishers
- the children's access to drinking water.

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
8	Ensure children have free access to drinking water.

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

How effective is the nursery education?

First Steps pre-school is a provision that is acceptable and of high quality. Children are making very good progress towards all the Early Learning Goals. Children experience a broad and well balanced programme which covers all areas of learning effectively.

The quality of teaching is very good. Staff work well as a team and are sensitive, kind and caring towards the children. A very good aspect is the attention given to evaluating and monitoring of children's development. They have secure knowledge of the early learning goals and the way young children learn. Adults are skilful in the way that they talk to children. Where staff direct an activity, care is taken to follow the interest and leads of the children so that the content is always of interest and relevant to them.

Leadership and Management is very good. The pre-school benefits from effective leadership and management, and is well organised. The partnership between the supervisor and her staff greatly benefits the pre-school. They work hard in support of shared goals and provide valuable expertise in helping the playgroup move forward. Regular staff meetings, staff training and the support of a teacher from the EYDCP all effectively contribute to the professional development of the staff.

Partnership with parents is very good. Many positive links have been established with parents which helps keep them informed of their child's learning attainment and progress. The parents brochure includes useful information on the early learning goals for parents. Parents speak highly of the provision.

What is being done well?

- Children are confident, motivated independent learners, who engage in many activities and play opportunities of their own choice. They concentrate well at their self chosen tasks and persevere for lengthy periods of time.
- Children are polite considerate and interested in one another and their environment. They enjoy having fun and staff actively and successfully encourage children's developing sense of humour.
- Children are developing their language skills through story time, songs and child-initiated activities. They listen attentively to one another as they share their news during group time. Freely selecting books for pleasure and handling them with care.
- Children have many varied experiences that help them use and recognise number up to 15 and many higher attainers well beyond. They successfully create mathematical designs when they repeat patterns when using the threshing beads, small bricks and when drawing freely.

- All staff have secure knowledge of the early learning goals and a clear understanding of the ways that young children learn. They work very well as a team, compliment one another and have common aims and approaches to the work.

What needs to be improved?

- Opportunities and activities in which children can imitate sounds with their voices, discuss similarities in rhyming words and begin to understand how to link sounds to letters, naming and sounding letters of the alphabet.

What has improved since the last inspection?

Following the previous Ofsted inspection the pre-school had four key issues to include in their action plan. Very good progress in implementing their action plan has been made.

The first issue required the setting to ensure that plans covered all areas of the desirable learning goals and to use children's records to plan for individual learning needs. The planning now covers all areas of the early learning goals and children's observations are effectively used to inform future planning.

The second key issue recommended more emphasis to be place on early reading and writing skills. Included in the planning are now many practical opportunities that progress children's learning in early writing skills by the provision of mark making materials in role play, alongside a good balance of adult led activities

The third key issue required that parents were given helpful information about the educational provision. Valuable information about the early learning goals is now included in the information to parents booklet.

The final key issue required that children were to be given additional activities in which to record number and more able children to develop an understanding of addition and subtraction. Additional practical activities have been provided to enable children to record numbers and an understanding of addition and subtraction is addressed through singing rhymes and practical number operations in everyday play.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children's self esteem and confidence is nurtured through the good use of V.I.P. monitors, who give out snacks and choose the symbols to record the day's weather. Children show delight when a new pursuit is presented and wait patiently for their turn. When a remote control car is introduced, they show both eagerness and patience for their turn to use the control. They are polite, well behaved and show genuine interest in their friends and visitors, asking pertinent questions of both.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Strong emphasis is placed on the development of children's language, resulting in children who are skilled communicators and show accomplished negotiating talents. They have developed a positive understanding of how books are used and cared for. Several children sat in the home corner and read a newspaper. Then discussed at length car sales pages, stating their preferences. Opportunities in everyday activities to make associations between letter shapes and the sounds is limited.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children can count independently and represent numbers using fingers, marks on paper and pictures. More able children are beginning to recognise numerals. They count the number of boys and girls and work out correctly that there were three more boys. Through activities such as threading blocks, children successfully sort and match by colour and shape. There is strong focus on children using mathematical language wherever it is relevant , they happily talk about size, position and quantity.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children investigate objects and materials successfully using their senses. They build and construct purposefully as they join tracks for their cars to travel on. Children are able to perform simple functions on programmable equipment. Many are developing a good sense of time, are keen to describe what they have done during the session and what they still need to complete. They are quick to investigate and study natural objects and keenly discuss where caterpillars live and how they change.

PHYSICAL DEVELOPMENT	
Judgement:	Very Good
All children participate in a good range of physical activities. They develop a good level of confidence in climbing and balancing using climbing frames and hidey-hole boxes. Wheeled toys are used with a good level of control and skill in steering, stopping and turning corners. Children competently run and jump on the spot and a few jump quite high. Many can skip and are confident to show this to the others, trying hard to explain to a friend, how you "jump on one foot and then the other".	

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children are learning to express their ideas creatively using a wide range of interesting materials. Their skills in drawing are well developed and they can record their observations of objects carefully and with credible accuracy. Children enjoy participating in role-play and older children show how they can adopt different points of view. They sing in tune with an adult and keep time together. When using the instruments they can alter the sound by the strength of the beat to order.	

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 areas.
- Provide additional opportunities and activities in which children can imitate sounds with their voices, discuss similarities in rhyming words and begin to understand how to link sounds to letters, naming and sounding letters of the alphabet.

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.