



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 401764

DfES Number: 512967

INSPECTION DETAILS

Inspection Date 22/06/2004
Inspector Name Liz Margaret Caluori

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Saplings Extended day pre-school
Setting Address Willow-Dene School
Swingate Lane ,Plumstead
London
SE18 2JD

REGISTERED PROVIDER DETAILS

Name The Committee of The Committee of Saplings Pre-School
1020251

ORGANISATION DETAILS

Name The Committee of Saplings Pre-School
Address Willow Dene Nursery
Swingate Lane
London
SE18 2JD

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

Saplings Extended Day Pre-School has been operating in its current form since 2001. It is run by a management committee and operates from within Willow Dene nursery school. The group has sole use of a large group room and enclosed outdoor play area, and also has access to the nursery school's ball pool, adventure playground and two large halls.

There are currently 24 children from 2 years 10 months to 5 years on roll. This includes 18 funded 3 year olds and 6 funded 4 year olds. Some children attend on a full-time basis whilst others attend part-time. The setting supports children with special educational needs and is also able to support children who speak English as an additional language.

The group opens 5 days a week all year round from 9am until 3.00pm although not all children remain for lunch.

Four members of staff work with the children, all of whom hold childcare qualifications equivalent to NVQ level 3. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

The nursery provides good quality care for children. They are provided with a wide variety of well planned, imaginative activities. They have access to a very good range of play materials in a stimulating environment. Staffing levels and staff deployment are appropriate to ensure that children are effectively supervised at all times. Documentation is well ordered and appropriately stored, although some policies require updating.

There are well thought out precautions in place to minimise risks to children, both in the nursery and on outings. Children are well supported in developing good personal hygiene practices. Practices regarding administering medicines and treating accidents are entirely appropriate, as are child protection procedures.

Effective systems are in place to ensure that each child's individual needs are identified. This forms the basis of the planning although the group are currently working to improve their written plans. A varied range of activities are provided to offer an appropriate level of challenge to each child. The positive relationships between staff and children create a warm, comfortable environment for children to experiment and explore.

There is clear equal opportunities policy, which is consistently applied. A range of resources and activities are provided aimed at promoting positive images of different cultures and disabilities. One staff member is responsible for co-ordinating the care of children with special needs. Staff have experience of working with a range of other professionals.

Behaviour management within the nursery is consistent and focuses on positive re-enforcement. Children develop confidence and an understanding of right and wrong as a result of the praise and support provided by the staff.

Staff offer a warm welcome to parents and carers and take time to exchange information. A good range of written information is provided, including all policies and procedures.

What has improved since the last inspection?

The setting has successfully completed all actions arising from the previous inspection. Additional policies have been devised to comply with the National Standards and staff have attended food handling training.

What is being done well?

- Effective procedures are in place to identify children's individual needs and a good range of activities are skilfully planned to provide appropriate challenge for each child.
- The imaginative use of space and the attractive displays of children's work contribute to the stimulating and welcoming child-centred environment.
- Children are provided with a large and varied range of toys and play material, including those aimed at promoting positive images of people of different religions, cultures, genders, social backgrounds and disabilities.
- Staff consistently manage children's behaviour in a positive manner, using praise to re-enforce good behaviour.

What needs to be improved?

- some longer standing policies contain contact details which are out of date.

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
14	ensure that contact details in written policies are current.

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

How effective is the nursery education?

Saplings pre-school offers very good quality nursery education. Children enthusiastically take part in a wide range of interesting activities and are making very good progress towards the early learning goals.

Teaching is very good and staff have a sound knowledge of the foundation stage which is reflected in the well planned programme of activities provided. They competently build on children's curiosity and have a very good understanding of each child's individual needs. Many effective strategies are used to engage children and re-enforce learning.

Children's personal, social and emotional development is very good. They are confident in their interaction and work well in groups, enjoying many opportunities to make choices and decisions. Children are caring and behave well in response to the high expectations and sensitive support of staff. They are making very good progress in their knowledge and understanding of the world and in communication, language and literacy. Children speak confidently and enthusiastically on a wide range of subjects.

They are also making very good progress in mathematics. They are developing a good understanding of number as well as addition and subtraction. They regularly take part in a wide range of imaginative activities aimed at enhancing their physical development. Opportunities for creative development are also very good. Children enjoy role-play, making music and arts and crafts using a wide variety of materials.

The leadership and management of the setting is very good and there is a commitment to ongoing staff development. The individual skills of staff are recognised and effectively used to benefit the children.

Partnership with parents and carers is very good. Effective procedures are in place to ensure that they are well informed of their child's progress and are encouraged to become involved in their child's learning.

What is being done well?

- Children speak confidently and fluently on a wide range of subjects as a result of the staff's consistent interest. They are provided with many opportunities to engage in conversation.
- Children enjoy and benefit from a wide and interesting range of activities. Staff skilfully use their individual knowledge of children's abilities to ensure that their needs are reflected in the planning and that they are provided with an appropriate level of challenge.
- Children are friendly, caring and very well behaved as a result of positive,

warm support from staff.

- Staff form good relationships with children. They supervise in a flexible manner, allowing children to make choices and responding promptly when needed to provide additional resources as support. Staff have a clear understanding of the foundation stage and are skilful in planning, implementing and extending activities.
- Parents and carers are regularly informed of their child's progress. Good procedures are in place to foster partnership with parents and carers. They are welcomed into the nursery and are provided with a very good range of written information.

What needs to be improved?

- Whilst effective systems are in place to ensure that individual children progress towards the early learning goals, the setting has identified this as a possible area for improvement. The way in which key workers monitor children's progress is to be reviewed next term to ensure that their understanding of each child's abilities can be used more effectively to influence planning.

What has improved since the last inspection?

The setting has made very good improvements since the last inspection. The area identified for improvement at the previous inspection has been very successfully addressed. Each child has an initial profile in place which is used by staff to help them settle the children into the environment by having some background information relating to the child and the family.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children behave very well and form good relationships with both their peers and adults. They effectively take part in both small and large group activities and are able to contribute with growing confidence. In addition, they take advantage of many opportunities to make choices and develop their independence. They are enthusiastic in their learning, express opinions clearly and are developing good concentration.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident and articulate in their speech. They often instigate and take part in many interesting and complex conversations. They have very broad vocabularies and are able to link sounds to letters confidently. They enjoy looking at books and are developing a good understanding of the use of text to carry meaning. They enjoy practising writing and are able to form recognisable letters.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are developing a good knowledge and understanding of mathematical concepts and are beginning to apply these in everyday situations. Most are able to count to ten and beyond and many are able to recognise written numerals up to nine. Children enjoy many opportunities to explore shape, patterns and sequencing and are also learning to weigh and measure.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are learning about their local environment and also enjoy a wide range of activities aimed at introducing them to different festivals and cultures. They demonstrate a genuine interest in nature and enjoy studying living things. They are developing good problem solving skills and are able to effectively design and construct simple models using a range of resources. They enjoy regular opportunities to use information technology and are able to use the mouse and keyboard.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children engage in both indoor and outdoor physical play very regularly and are able to move with control and co-ordination. They run, climb and use ride on toys confidently. Children are able to use a range of tools. They are developing a good understanding of issues relating to health and bodily awareness, through a range of adult lead projects.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children are very imaginative in their role-play and make good use of the resources provided to extend their play. They take part in art and craft activities enthusiastically and confidently use of wide range of materials. Children take advantage of many opportunities to express themselves freely and produce interesting and expressive artwork.

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 this report, but consideration should be given to improving the following:
- review the roles and responsibilities of the key workers to ensure that individual children's progress is closely monitored and that their needs are clearly identified in planning.

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.