



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 226316

DfES Number: 518820

INSPECTION DETAILS

Inspection Date	27/05/2004
Inspector Name	Fiona Stephenson

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Little Owl Pre-School
Setting Address	Baptist Church Main Street, Woodhouse Eaves Loughborough Leicestershire LE12 8RZ

REGISTERED PROVIDER DETAILS

Name	The Committee of Little Owl Pre-School
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ORGANISATION DETAILS

Name	Little Owl Pre-School
Address	Baptist Church, Main Street Woodhouse Eaves Loughborough Leicestershire LE12 8RZ

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

Little Owl Pre-School opened in 1990. It is a church based group operating from the Baptist Church Hall in the Leicestershire village of Woodhouse Eaves. The pre-school serves the local community and surrounding area.

There are currently 56 children from two to four years-of-age on roll. This includes 22 funded 3-year-olds and 20 funded 4-year-olds. There are currently no children attending who have special needs or who speak English as an additional language.

The pre-school opens five days a week during school term times. Sessions are from 09:15 - 11:45, Monday to Friday; and 12:45 - 15:15 Monday to Wednesday. Children attend a variety of sessions.

Six staff work with the children. The leader is a qualified teacher and holds an Advanced Diploma in Early Years Education, with 2 other staff qualified to NVQ level 2 in Childcare and Education. Of these, one is working towards NVQ level 3. The remaining staff are currently working towards completing the second unit of NVQ level 2, having already successfully completed the first unit. The pre-school receives support from a teacher mentor from the Leicestershire Early Years' Development and Childcare Partnership.

How good is the Day Care?

Little Owl Pre-School provides good quality care for children. The setting organises space and resources effectively to meet children's needs, and good adult-to-child ratios ensure children are well supported. The hall is safe and secure and welcoming to children. Equipment and toys are accessible and in good condition and help to create a stimulating environment. All required policies and procedures are in place and are being adhered to, although the complaints policy lacks a particular detail.

Good systems for safety are in place within the hall and in the outside play area; and good safety practice is observed when taking children on local trips. Staff promote the good health of children through planned topics, and through daily health and

hygiene routines. Children have access to regular drinking water, however snacks are limited in their nutritional value. All children are valued as individuals and their specific needs are well catered for. The setting works well in promoting anti-discriminatory practice through the resources available for children's play. Staff demonstrate a good understanding of child protection issues.

The pre-school provides children with a wide range of resources for indoor and outdoor play that are age and stage-of-development appropriate. Children demonstrate much enjoyment and have fun playing with the resources. They are given excellent support and encouragement by staff. Staff are caring towards children and make very good use of praise. Children behave well in the setting. There are currently no children with special needs attending, although they have been effectively supported in the past.

Partnership with parents is very good. Parents have opportunities to be involved if they chose to be and are given good verbal and written information about the care and activities relating to their child's time at the pre-school. However, they are not made sufficiently aware of their right to have access to their child's records.

What has improved since the last inspection?

At the last inspection, the pre-school agreed to check on the suitability of management committee members and provide details of the nominated individual for the committee, which has now been achieved. The written policy for children lost or not collected has now been established, as has a statement on bullying been included in the behaviour management policy. Registration now includes times of arrival and departure for staff and children. All completed actions have improved the safety and care of children.

What is being done well?

- Resources and activities provide children with a stimulating and exciting environment to learn through play.
- Staff manage children's behaviour well through the use of praise and through ensuring activities and the grouping of children is age and stage appropriate.
- Good links with parents have been established both verbally and in written form, to give parents a good understanding of the activities and support their child has been given at pre-school.
- The setting works well in providing positive images of race, disability and culture.
- Staff demonstrate enjoyment in working with children and promote play and learning through good use of questioning and talking to children.

What needs to be improved?

- the nutritional content of children's snacks

- the wording of the complaints policy to ensure parents are aware of their right to complain to Ofsted at any time
- parents understanding of their right to have access to their child's individual records.

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	improve opportunities for children to eat nutritious snacks
12	ensure the complaints policy makes it clear to parents that the regulator can be contacted at any time during the complaint process
14	ensure parents are aware of their right to have access to records kept on their child
14	improve access and continuity of records by having individual records for each child

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

How effective is the nursery education?

Children are making very good progress towards the early learning goals in all six areas of the curriculum, with excellent progress being made in aspects of communication, language and literacy, mathematics and creative development.

Teaching is very good. The curriculum and resources available to children are carefully planned to ensure all six areas of the curriculum are given equal status, and that the clusters within each area are frequently visited to secure children's learning. There is a very good balance between child-initiated and adult-led activities, and children are given many opportunities for free expression. Staff listen attentively, and respond well to children's thoughts and ideas; and use their knowledge of the curriculum to further extend learning by asking open-ended questions relating to the six areas of learning in free-play activities.

Leadership and management is very good. Management have high expectations of staff and of children's progress through the early learning goals. Careful monitoring of the curriculum and the individual assessments of children ensure that the curriculum is re-defined as and when appropriate. Staff are encouraged and supported in undertaking training and development initiatives relevant to their needs.

Partnership with parents is very good and many choose to offer support and be very involved. Parents are given good verbal and written information regarding the curriculum and learning intentions for children. They are provided with a well thought through appraisal of their child's progress towards the early learning goals at the end of their time at the pre-school. However, they are not necessarily provided with information about their child's recent individual progress and next steps in learning in between times to enable parents to effectively support the work of the pre-school in the home environment.

What is being done well?

- The pre-school provides children with a wealth of high quality resources to use, to support their learning well in all areas of the curriculum.
- Children are given excellent opportunities to express themselves creatively through many different mediums, including: junk-modelling, painting, collages, dough work, and construction. Their work is highly valued by staff and other children.
- Staff's use of praise and encouragement and opportunities for children to have creative self-expression provides an excellent framework for children to develop their confidence and self-esteem.
- Staff have a very good understanding of the curriculum. Management work hard to ensure the curriculum continues to be well-planned and that children's individual needs are taken account of and are linked to the planning.

- Staff's knowledge and the sensitive grouping of children enables children's differing needs and abilities to be very effectively supported.
- Children's numeracy skills and language skills are very effectively promoted and taught.

What needs to be improved?

- the regular provision of information to parents about their child's next steps in learning

What has improved since the last inspection?

The importance of staying healthy and children's awareness of what happens to their bodies when they are active has been improved through topic areas such as 'myself'. Children learn the importance of healthy foods and good hygiene practices. Before and after physical activities, children are routinely asked to feel their heart beats, and attention is drawn to when they need a rest or a drink.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children separate from their carers with ease and confidence, demonstrating excitement and motivation to engage in the activities available. They are confident to suggest ideas and speak in a group, and display high levels of self-esteem. Children make good relationships with staff and their peers, and play well with each other in both small and large groups. Children are progressing well in becoming independent, and older children play with activities for extended periods of time.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children converse well with each other and with staff. They have good listening and speaking skills, with more able and older children using speech well to explore real and imaginary experiences, such as role-play. Children are developing a good understanding of how sounds are linked with letters, and enjoy reading in group situations, as well as reading quietly in the book corner. They demonstrate good early writing skills, with some children writing their own names with recognisable letters.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children have excellent opportunities to count and recognise numerals. They count to well beyond 10, with more able and older children recognising numerals 1-9. Children demonstrate good awareness of shape, with more able children recognising some complex shapes, such as hexagons and octagons. They have a growing knowledge of language relating to position, size and quantity; and competently match, sort and sequence. More able children demonstrate an understanding of early calculation.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Topic planning provides children with excellent opportunities to explore and investigate the world around them. They are developing well in their designing and making skills through the use of junk modelling and construction equipment activities. Good use is made of intermediate technology in role-play situations, and children use the local school's computers to support learning in this area. Children are given very good opportunities to explore the cultures and beliefs of others.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move confidently and safely. They use wheeled toys well, and enjoy using soft play blocks to improve their balance and co-ordination. They have a good awareness of space and respect the personal space of others. Children are developing a good understanding of how their body works, and how to keep it healthy. They have excellent opportunities to use a wide range of tools, such as paint brushes, pliers, hammers, and glue sticks; and are progressing well in their control of such tools.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children's imaginations are developing very well with a wealth of opportunities available to support this. They enjoy various role-play activities, free painting, collages and junk modelling; playing with small world activities and construction equipment. Musical expression is fostered well through music and movement; tapping out rhythms; and children enjoy singing favourite songs and nursery rhymes. Children have a good understanding of colour and different textures.

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 issues to report, but consideration should be given to the following:
- further develop the partnership with parents by providing them with: regular information linked to their child's next steps in learning, to help them to support their child's progress effectively in the home environment.

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.