



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 109780

DfES Number: 511360

INSPECTION DETAILS

Inspection Date 05/02/2004
Inspector Name Lisa Jane Cupples

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Alverstoke Pre-School
Setting Address Bury House, Bury Road
Gosport
Hampshire
PO12 3PX

REGISTERED PROVIDER DETAILS

Name The Committee of Committee of Alverstoke Pre-School

ORGANISATION DETAILS

Name Committee of Alverstoke Pre-School
Address Bury House, Bury Road
Gosport
Hampshire
PO12 3PX

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

Alverstoke Pre-school is a community group managed by a committee. The pre-school first opened in 1965. It operates from two rooms in a community building in Gosport, a residential area of Hampshire. The pre-school serves the local community.

The pre-school is registered to provide care for 52 children aged from 2 years to 5 years. It is the groups normal practice to accept children from 2 years 9 months, due to the facilities available. There are currently 90 children on roll. This includes 55 funded 3 year olds and 18 funded 4 year olds. The setting currently supports a number of children who have special needs. No children attend at this time who have English as an additional language.

The pre-school opens 5 days a week during school term times only. Sessions are from 09:15 to 11:45 and 13:15 to 15:45. Children attend for a variety of sessions.

Thirteen part time staff work directly with the children. Twelve members of the staff team have early years qualifications to NVQ level 2 or 3. The setting receives support from the Early Education and Childcare Partnership. The pre-school has completed the Accreditation and are currently waiting for written confirmation.

How good is the Day Care?

Alverstoke Pre-school provides good quality care for children. The staff team work well together, organising the curriculum and daily activities effectively. The setting is warm and welcoming, helping the children to settle and feel at ease. The activities and resources ensure the children are stimulated and challenged during each session. Most of the paperwork is detailed, accurate and maintained to a high standard.

The staff team provide a safe environment for the children and their families. Good hygiene practice is encouraged throughout the setting. Accident and medication records and procedures are comprehensive, parental signatures are gained where

necessary. Healthy and nutritious snacks are provided for the children. Staff have a clear understanding of child protection procedures.

Staff respond well to the children, enabling them to meet their individual needs. They have a good understanding of equal opportunities and work with a number of children who have special needs. Staff deal with behaviour management effectively, strategies reflect the age and understanding of each child. The children know what is expected of them.

Partnership with parents is strong, providing a caring environment for the families. The staff are friendly and approachable, sharing information with the parents openly. Current information about the curriculum is displayed. The parents handbook is detailed and includes information about the policies and the groups aims and objectives, helping to keep the parents informed about the provision.

What has improved since the last inspection?

Not applicable

What is being done well?

- Staff provide an extensive range of activities and resources to promote learning in all areas. The staff interact well with the children, encouraging them to take part and explore the activities fully. The children are interested and occupied during the sessions.
- The broad selection of resources, equipment and play materials are organised and set out well. They are easily accessible to all children, encouraging independence. The resources are used well to cover all six areas of learning and promote development and self esteem.
- Staff get to know each child well, they plan and provide routines and activities to meet their individual needs. Children learn to respect each other through a variety of activities. Staff ensure all children have equal access and time to complete activities or individual projects.
- Clear rules and boundaries are in place and staff apply them consistently. Some children take longer to accept the boundaries, the staff deal with this with a calm and relaxed approach. Positive reinforcement is used constantly, the children are developing a sense of right and wrong.
- Clear information is shared with the parents. They have access to the policies and procedures. the staff team is available at the end of each session to discuss the children's needs and progress. The parents committee is active and takes it's responsibilities seriously, providing a stable and secure environment for the children and the staff.

What needs to be improved?

- the procedures to record the contact details of all visitors to the setting.

- the complaints procedure to include details of Ofsted the regulatory body, and how to contact them.

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 the contact details of all visitors are recorded.
12	Ensure the complaints procedure includes details of Ofsted and how to contact them.

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

How effective is the nursery education?

Alverstoke Pre-school provides acceptable and high quality education. Children are making very good progress towards the Early Learning Goals. The children are making very good progress in all six areas of learning.

The quality of teaching is very good. The staff teams clear understanding of the Foundation Stage and Stepping Stones enables them to plan a curriculum which meets the needs of individual children. Daily activities and routines are assessed and evaluated constantly to improve the quality of the provision. The staff deal with behaviour management effectively, the children know what is expected of them. Activities are resourced and organised well to stimulate and interest the children. The staff team are deployed effectively throughout the setting.

The leadership and management of the setting is very good. The staff team and the committee have a clear understanding of their roles and responsibilities. Practice and teaching is monitored, identifying the groups strengths and weaknesses. Training programmes and staff appraisals are in place to ensure the continued development of the well established staff team. They work effectively with other agencies for the benefit of the children and their families.

Partnership with parents is very good. Parents are informed about their children's progress towards the Early Learning Goals through detailed individual records. Newsletters are provided and the parents notice board displays up to date information to help keep them informed. The staff get to know each child well and the parents know who their child's keyworker is.

What is being done well?

- Children are actively involved in their learning. They work well independently, are confident and show high levels of concentration.
- Staff have a good understanding of what they want the children to gain from the activities. Staff deployment is very good, ensuring children are strongly supported.
- Children are encouraged to use their imaginations in a variety of different and creative ways, enabling them to express themselves.
- The setting takes active steps to assess it's own strengths and weaknesses and monitors the provision for nursery education well. It works closely in partnership with other agencies.

What needs to be improved?

- the opportunities for the children to independently access the good selection

of books provided, making better use of the book corners.

- the opportunities for the children to begin problem solving, using planned activities to focus on this area of learning.

What has improved since the last inspection?

At the last inspection the setting was asked to increase opportunities for children to write their names and form large and small letters, extend the system for recording children's developmental progress and identify individual needs to plan progression. Offer more activities to encourage the children to gain an understanding of technology.

Children now have a variety of opportunities to write their names. Their name cards have capital letters written in red ink to highlight the differences to the children. Emergent writing skills, including name writing are developed at every opportunity, for example, role play, on pictures, chalk boards, sand, table top activities.

The children's progress records now cover the six areas of learning. The keyworkers observe and monitor children's progress, their next steps are identified. This information is used to inform the curriculum ensuring individual children's needs are being met.

The setting now provides a wide range of resources to enable the children to experience a variety of everyday technology, for example, cash registers, phones, tape recorders, torches and calculators. Developing and extending the children understanding and learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children concentrate well and are keen to try new experiences. They sit quietly when required, take turns and share well. Children form good relationships with adults and their peers. They explain their ideas and express their feelings clearly. Children work well independently and in groups. They are developing a sense of right and wrong and can follow simple instructions. Children are beginning to understand the needs of others and show respect for each others differences.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are very confident speakers who communicate clearly in a variety of situations. They negotiate roles in the home corner and express their needs. Children understand that text has meaning and listen attentively at story time. Children practice their emergent writing skills, writing their names and forming recognisable letters. There are some opportunities for the children to access the books independently. Children recognise their names in print and most can say them phonetically.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count confidently up to and sometimes above 15 during everyday activities. They recognise numerals up to 9. Children use mathematical language well to describe position, size, quantity and shape. They are beginning to use simple addition and subtraction during practical activities. Some children are learning to problem solve, however not many opportunities are provided for this type of activity. Children count frequently in a variety of situations.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children explore and investigate natural resources and living things. They have a good sense of time and talk confidently about past, present and future events. Children use technology during everyday play extending and developing their learning. They talk about the world around them, places they have visited and where animals live. Children recognise simple patterns and similarities in groups of objects. They notice the changes around them, for example, the changing colours of the leaves.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move around the setting with confidence. They are developing their fine and gross motor skills well through a wide variety of activities. Children have good spatial awareness, often moving themselves or resources to make room for others. They use a variety of tools with increasing control and have good hand eye co-ordination. Children can jump, hop, skip and climb with control. They recognise the changes to their bodies during physical activities.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children recognise colours and a variety of two and three dimensional shapes. They use a range of musical instruments with confidence and recognise the changes in sounds. Children match movements to music well and sing a good selection of songs from memory. Children use their imaginations creatively during role play, painting, drawing and musical activities. They are developing their senses through practical activities, for example, food tasting, touch and feel boxes and listening games.

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:
- investigate ways to encourage the children to independently use the book corners.
- provide more planned activities for the children to develop their understanding of problem solving.

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.