



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 109046

DfES Number: 518151

INSPECTION DETAILS

Inspection Date 19/03/2004
Inspector Name Charlotte Jenkin

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Lawn Pre-School
Setting Address Lawn Preschool
Pratten Huts, Cleeve Lawns
Swindon
Wiltshire
SN3 1LE

REGISTERED PROVIDER DETAILS

Name The Committee of Lawn Preschool

ORGANISATION DETAILS

Name Lawn Preschool
Address Lawn Preschool
Pratten Huts, Cleeve Lawns
Swindon
Wilts
SN3 1LE

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

Lawn Pre-School opened in 1976. It operates from three rooms in the grounds of Lawn Primary School. The group has use of the school hall and has close links with the school. The Pre-School serves the local community.

This includes 23 funded three year olds and 18 funded four year olds. Children attend for a variety of sessions. The group supports children with special needs and the group children who speak English as an additional language.

The group opens 5 days a week during term time. Sessions are from 9am to 11.30 am Monday to Wednesday and on Monday and Tuesday there is an session from 12.40 to 15.10 for 3 year olds. On Thursday and Friday sessions are from 09.00 to 12.30.

9 part-time and 3 full-time staff work with the children. Four staff have early years qualifications and two staff are currently on training programmes. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership.

Lawn Pre-school is a member of the Pre-School Learning Alliance.

How good is the Day Care?

Lawn pre-school provides good quality care for children.

Staff at the pre-school create a child friendly and welcoming environment for parents and children. Most space is organised well into clear learning areas and children know where to access the activities on offer. The pre-school has high adult/ child ratios and staff deployment effectively ensures children are well supervised and engaged in activities. There is a good range of toys and equipment that cover all stages of development, although improvements could be made in the accessibility of these to all children.

Detailed risk assessments are effective in minimising risks to children and updated

lists clearly show who is authorized to collect children and ensures their safety. The procedure for outings could be improved. Staff practice and promote good hygiene through routines and there are good arrangements to prevent the spread of illness. The pre-schools diet policy encourages balanced, healthy eating and arrangements ensure staff are aware of children's dietary needs. Staff have a good working knowledge of child protection issues.

Staff provide a good range of structured activities that cover most areas of learning and children develop their language and mathematical skills through everyday routines. Staff talk to the children and respond to them. Staff implement the equal opportunities policy consistently and take account of individual children's backgrounds. They liaise with outside agencies and parents to gain support for setting individual plans for children with special needs. Staff consistently role model politeness to the children and encourage good behaviour through praise and reward. They share concerns with parents, although significant incidents are not recorded.

Staff liaise with parents regarding their child's backgrounds and respect parents wishes when caring for their children. They give parents detailed information about the curriculum, routines and of children's progress.

What has improved since the last inspection?

At the last inspection the pre-school agreed to ensure the complaints procedure includes the contact details of the registering body, ensure registration systems show the times of arrival and departure for children and staff, ensure electrical leads do not pose a hazard in the 3-5 year room and seek permission from parents for seeking emergency medical treatment.

The pre-school now has Ofsted's contact details available to parents in their 'welcome' pack as well as on the notice board and registration systems show when children and staff are present, including late arrivals and early departures. The electrical leads have been tidied away and no longer pose a hazard to the children and written permission is gained from parents on registration forms for seeking emergency medical treatment and parents are fully aware of what may happen to their child in the event of an emergency.

What is being done well?

- Staff provide a good range of structured activities that cover most areas of learning. Children have regular opportunities to develop their language and mathematical skills through routines that are linked to everyday experiences. Staff talk to children and respond to them and children relate well to each other and are happy and confident in the pre-school.
- Staff implement the equal opportunities policy consistently, gain information from parents and take account of individual children's backgrounds to ensure they are included in the activities and routines of the pre-school, whilst their cultural needs are respected fully. There are positive images of diversity available to children in their daily play.

- Staff liaise with outside agencies and parents to seek support and guidance in setting up individual plans for children with special educational needs (SEN) to ensure consistency of care. Achievable targets are monitored and reviewed and 1:1 support gained so children are included in all aspects of pre-school life.
- Staff liaise with parents and respect their wishes regarding the care of their children. They give parents detailed information regarding the routines and curriculum of the pre-school and staff keep parents informed of their child's progress both verbally and through written summaries of their achievements. Staff are approachable and an open door policy means they are available to parents for discussion at all times.
- Staff have a good working knowledge of child protection issues and procedures. They have a multi-agency approach to protecting children's welfare successfully.

What needs to be improved?

- details in the operational procedure for outings to ensure children's safety
- arrangements for recording significant behavioural incidents
- the organisation of resources, to ensure all children in the pre-school are able to self select toys and equipment and make choices in and initiate their own play.

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
5	Ensure resources are accessible so that all children are able to select toys and resources, make choices and initiate their own play.
11	Ensure significant behavioural incidents are recorded.

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

How effective is the nursery education?

Lawn pre-school is an acceptable provision of good quality where children make generally good progress towards the early learning goals in all areas of learning.

Teaching is generally good. Most staff have a generally good knowledge of the early learning goals and all contribute their ideas to planning so most areas of learning are covered. Staff monitor children's participation in activities. Some assessments of children's progress detail what children know and can do. Plans do not show clear learning outcomes for more able children, resources to be used and adult in put to ensure consistency of teaching and therefore more able children are not suitably challenged. Evaluations of activities do not show whether children achieved the learning outcome of activities, link to assessments of children's progress or used to inform future planning.

Leadership and management is generally good. The committee supports staff in the pre-school and has clear roles. Staff assess their strengths and weaknesses and identify their own training preferences. The pre-school has clear development plans in place for developing links with the school and has taken part in a scheme to monitor the provision. All staff are committed to training, attend courses to develop their knowledge and cascade information to all staff. The appraisal system does not ensure consistency of teaching methods and delivery of the curriculum across the pre-school.

Partnership with parents is very good. The pre-school gives parents detailed information regarding the curriculum, parental involvement and routines of the group. Parents are kept up to date with the current theme for learning through newsletters. They know they can access their child's file and staff are available to discuss their child's progress. Staff write summaries of children's progress and parents write comments and contribute knowledge of their child's achievements to the record keeping system.

What is being done well?

- Children demonstrate a sense of pride in their achievements. They develop skills in turn taking, sharing and play co-operatively together. Children's behaviour is generally good.
- Children have regular opportunities to develop their counting and numeral recognition skills through practical routines, linked to everyday experiences, when buying their snack with real money.
- Staff role model politeness to children and communicate well. They encourage good behaviour through praise, reward and by developing children's confidence.

- Parents are actively involved in their child's learning. Children bring in objects from home linked to the letter, shape or colour of the week, take home activities to do with their parents, and parents help out in the pre-school.

What needs to be improved?

- planning to show clear and different learning outcomes for more able children including adult in-put, resources to be used and grouping of children, to ensure consistency of teaching and to challenge more able children suitably.
- evaluations of activities to determine whether children achieved the learning outcome of activities, link to records of children's progress and used to inform future planning.
- opportunities for children to express themselves freely through collage and to use their own ideas and imagination.

What has improved since the last inspection?

Lawn pre-school has made very good progress since the last inspection.

At the last inspection the pre-school agreed to review the contents of the parents welcome pack to include more information about the educational programme.

The parents pack now has detailed information about the foundation stage curriculum and the six areas of learning covered. Therefore parents are aware of what their children are aiming towards educationally when attending pre-school.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children sit quietly at registration, maintain attention and listen to one another. They speak with confidence in a group and speak freely about the objects they have brought in. Children initiate interactions with staff and peers, and relate well to one another and make attachments to members of the group. They manage developmentally appropriate tasks when changing for PE sessions. Older children have limited opportunities to select and use resources independently.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children listen to one another when the conversation interests them, and use talk to relive past experiences when talking about their home. Children have opportunities to recognise their names, write their names on their work and more able children form recognisable letters. More able children hear and say initial sounds in words, and show interest in books. Children make marks and sometimes ascribe meaning to these. More able children do not use writing for recording and communicating.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children count confidently at registration and more able children recognise numerals 0-9 out of sequence. More able children solve simple calculating problems and say the next number after a given number. Children use mathematical language to describe shape, size and explore quantity when filling containers. They explore shapes and solve simple puzzles. More able children are not suitably challenged through activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children show curiosity when exploring magnets and magnifying glasses and more able children comment that magnifying glasses make objects look bigger. Children build and balance with construction materials and select their own resources and use their own ideas to design and construct. Children operate simple programmes on the computer and programmable toys independently. They talk about the weather and observe features in the environment. More able children do not use their predicting skills.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children show increasing control over clothing and fastenings. They manage their body to create intended movements and move in a range of ways e.g. sideways and backwards. Children show an awareness of themselves and others when moving around the room and during PE sessions and observe the effects of activity on their bodies. Children use scissors, tools and writing implement with increasing control. Physical sessions are not planned to ensure children cover all aspects of learning.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children differentiate marks and movements on paper when drawing pictures and more able children differentiate colour. They communicate their ideas through painting and sometimes give meaning to their creations. Children explore colour and texture and use their senses to describe what they see, feel and smell. They engage in role play based on first hand experiences, and play co-operatively engaged in the same theme. Children do not express themselves or communicate their ideas through collage.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally 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: THE KEY ISSUES

- review the planning system to ensure there are clear and different learning outcomes for more able children, to include adult in-put, resources to be used and grouping of children, to ensure consistency of teaching methods and ensure more able children are suitably challenged in all areas of learning;
- further develop the evaluation system to ensure it determines whether children achieved the learning outcome of activities, link this to assessments of children's progress and use to inform future planning;
- increase opportunities for children to express themselves and communicate their ideas freely through collage.

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.