



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 110515

DfES Number: 520133

INSPECTION DETAILS

Inspection Date 16/10/2003
Inspector Name Hazel Farrant

SETTING DETAILS

Day Care Type Out of School Day Care, Full Day Care
Setting Name Park Early Years Centre
Setting Address Gloucester Road
Aldershot
Hampshire
GU11 3SL

REGISTERED PROVIDER DETAILS

Name The Committee of Park Early Years Centre

ORGANISATION DETAILS

Name Park Early Years Centre
Address Gloucester Road
Aldershot
Hampshire
GU11 3SL

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

Park Early Years Centre is situated in the grounds of Park Primary School and serves the local community. It includes a pre-school and a holiday play scheme as well as a variety of community based groups and activities. A management committee runs it. The group currently used two classrooms with an enclosed outside area whilst new facilities are being built.

There are currently forty children aged two to five years on roll, although children are normally aged two years and nine months before being offered a place. Children attend for a variety of sessions a week. There are thirty three funded three year olds and no funded four year olds. No children are currently attending who have special educational needs. Three children speak English as an additional language.

The pre-school offer up to ten sessions a week during term time. Children are able to stay for a cooked lunch if they wish. Sessions are from 09:05 to 11:35 and 12:45 to 15:15. The holiday play scheme is for children aged four to eight years and runs from 08:30 to 16:30.

Seven members of staff work with the children, some on a part time basis. Staff are experienced and have recognised early years qualifications. The setting received support from the Early Years Development Childcare Partnership and the Pre-school Learning Alliance.

How good is the Day Care?

Park Early Years Centre provides satisfactory quality care for children. Staff are well organised and interact warmly with the children. They provide a high level of attention to the children during the session involving themselves in the play. The pre-school use two classrooms and has use of a secure fenced outside area. Staff complete an induction process and are encouraged to attend regular training courses. Comprehensive policies are in place, however there are some areas to be addressed. This includes maintaining a record of all medications administered to children.

Staff give high priority to children's safety both indoors and outside and carry out procedures to ensure children's health and safety. Some areas such as: ensuring electric sockets are inaccessible, making the patio free from trip hazards and reviewing snack time procedures are areas to be improved. They encourage children to be aware of personal hygiene and develop independence in their personal care. Healthy and nutritious snacks and meals are offered and parents and children's preferences are observed. The staff team support children with additional needs, however this is an area for development.

The staff organise and plan a good range of interesting and stimulating activities and allow children choice of a good range of resources. The key worker system allows staff to undertake observations of children's play and learning. Observations are recorded to help plan for children's progress and development. Staff provide good role models so that children are well behaved and secure in their environment. Staff are consistent and caring, using praise and encouragement appropriately.

Parents are welcomed in the group and encouraged to discuss their child's progress with staff. Observation sheets are used to produce a development profile which parents receive when their child leaves the group. Parents receive an informative parent pack, regular newsletters and information.

What has improved since the last inspection?

The previous inspection was a transitional inspection and did not highlight areas for improvement.

What is being done well?

- The staff provide a wide range of interesting and stimulating activities through effective planning and good use of the variety of resources available. Staff are interested in what children say and extend children's play appropriately. The key worker system in place ensures children make progress through the stepping-stones.
- Children are offered healthy and nutritious snacks and able to stay for a cooked lunch if they wish. Dietary requirements are discussed and recorded so that children's individual needs are met.
- Children relate well to staff and each other, co-operate and are well behaved. The staff are consistent, caring and kind. They provide good role models, which encourage the children in their own relationships.
- Staff form good relationships with parents and are available if parents wish to talk to them at the beginning or end of the session. Parent interviews, newsletters and progression through community based groups available at the centre, foster close links.

What needs to be improved?

- review safety to include, outside patio area to be free of trip hazards and electrical sockets to be made inaccessible
- review snack time procedures to include the use of plates
- review resources such as dual language books and labels to ensure all children's needs are met
- review and update records and documentation to include: bullying statement added to behaviour management policy, complaints procedure to refer to Ofsted, procedure to be followed in the event of an allegation being made against a member of staff or volunteer added to child protection statement, register to be kept in pre-school classroom.

Outcome of the inspection

Satisfactory

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 must take the following actions by the date shown

Std	Action	Date
7	keep a record of all medications administered	30/11/2003

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
6	review safety
8	review snack time procedures
9	review dual language resources to ensure all children's needs are met
14	review and update documentation

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

How effective is the nursery education?

Park Early Years Centre Preschool provides generally good education for the children. They are making very good progress in physical and creative development as a result of the interesting and enjoyable range of activities provided. The children make generally good progress in all other areas.

Teaching is generally good. Staff form good relationships with the children, they know them well enabling the children to be secure and ready to learn. Some staff have good questioning techniques to extend children's thinking. Staff plan and provide interesting activities such as puppet show role play and the visit of a puppeteer. However more detail is needed in some planning. Staff have high expectations of children's behaviour, they are good role models using praise for good behaviour which children respond well to. The presentation of some craft activities sometimes limits children's creativity and choice.

The leadership and management is generally good. The co-ordinator and management committee provide a supportive environment for the staff and the children. Good support is provided for new staff and children with English as an additional language. Effective monitoring enables areas for improvement to be identified. Some issues regarding performance need to be addressed.

Relationships with parents are generally good. Parents appreciate the friendly staff and the bright learning environment. They are given good information about the preschool and the children's development but some information could be better sited. Good support services are available to parents and children before they enter the preschool.

What is being done well?

- Children's physical skills are developed well through a good range of activities using both indoor and outdoor areas.
- Children are mostly well behaved and co-operative, they know the rules about waiting for their turn on the apparatus, and share well as a result of staffs interest, care and positive encouragement.
- Staff plan and provide an interesting range of creative activities so that children develop well in this area including making puppets and the provision of a puppet show role play area.
- Leadership and management are good with a good commitment to review and develop all aspects of the provision, providing a supportive learning environment for the children and staff.

What needs to be improved?

- the development of more opportunities for children to operate independently, pouring drinks at snack times for example
- children's ability to develop phonic awareness and calculation skills in everyday activities
- planning of activities to ensure children can find out about the place they live and to find out about other cultures
- the provision and presentation of some craft activities to maximise children's creativity and choice.

What has improved since the last inspection?

There has been generally good progress since the last inspection, where minor points for development were identified.

Some provision has been made for children to freely select resources from drawers and staff tell children what activities are available for them to choose from to develop their independence. There are still some areas where children's independence skills could be developed.

Staff take opportunities to maximise learning using the role play area to enable children to write for a variety of purposes, children also count when using large jigsaws pieces. However some opportunities are still missed such as comparing and calculating boys and girls at register.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children enjoy and join in well with a wide range of activities such as fun fit and music sessions. They are well behaved and co-operative, they know the rules about waiting for their turn on the apparatus, and share well as a result of staff's interest and care. Some children are sensitive and caring for example when a child fell off the beam one girl helped him up. Children's independence could be encouraged more at snack time.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children speak confidently in the group and to adults. They enjoy using books and staff constantly encourage this. Some children can write their names. They see writing in the environment with labelling and posters. Children need more opportunities to develop phonic awareness. Children sit and listen well and join in when required, particularly enjoying the puppet show.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children count confidently in a variety of situations such as at registration and counting large coloured jigsaw pieces, but opportunities for the children to calculate are missed. They learn about addition and subtraction through number songs with staff reinforcing counting with fingers. The children enjoy ordering, matching and sequencing through a variety of activities such as getting dressed game cards.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children construct a variety of objects using play dough and recycled materials for example puppets for the puppet show, selecting appropriate tools. They enjoy exploring the sand, noticing when sand is dry they cannot make castles, finding their own remedies by getting water from the water tray. The children talk about their homes, they talk about bedtime when doing a sequencing puzzle. More opportunities are needed for children to find out about place they live and about other cultures.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently when balancing, climbing and jumping during fun fit sessions. They ride bikes with skill, manoeuvring to avoid bumping into things. They ride backwards and forwards showing good spatial awareness. Children explore malleable materials to good effect, using play dough with rolling pins and cutters. Children skilfully use a variety of tools including scissors, paint brushes, glue sticks, crayons and pencils with staff demonstrating the correct use.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children are given many opportunities to be creative and develop their imaginations. They enjoy painting and create puppets with a variety of materials. Sometimes the presentation of the material could be improved. The children enjoy singing and join in with enthusiasm from memory. They use musical instruments well to develop rhythm. Staff provide interesting opportunities for children to role play for example presenting a puppet show. They write the tickets, book the dates and put on the show.

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

- provide more opportunities for children to operate independently in the setting;
- enable children to develop phonic awareness, linking sounds and letters and calculating skills;
- plan opportunities for children to find out about the place where they live and learn about other cultures.

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.