



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 303465

DfES Number:

INSPECTION DETAILS

Inspection Date 06/12/2004
Inspector Name Nighat Ghani

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Halebank Pre-school Playgroup
Setting Address Halebank Primary School
Heathview Road
Widnes
Cheshire
WA8 8UZ

REGISTERED PROVIDER DETAILS

Name Halebank Pre-School Committee 1024167

ORGANISATION DETAILS

Name Halebank Pre-School Committee
Address Halebank Primary School
Heathview Road
Widnes
Cheshire
WA8 8UZ

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

Halebank Pre-school opened in 1998 and operates from a mobile classroom in the grounds of Halebank Primary School. It is situated in Widnes. A maximum of 26 children may attend the pre-school at any time. The pre-school opens each weekday from 09:00 to 11:45 and 13:15 to 15:15 for 37 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 21 children aged from 2 to under 5 years on roll. Of these 12 children receive funding for nursery education. Children come from the local area. The pre-school currently supports a number of children with special educational needs.

The pre-school employs 4 staff, all of whom hold appropriate early years qualifications.

How good is the Day Care?

Halebank pre-school provides satisfactory care for children. The staff work together well as a team, developing positive relationships with children to help them feel safe and secure. The premises are maintained to a good standard with sufficient space for children to play and explore in comfort. Displays of children's work help to provide a friendly welcoming atmosphere for both children and parents. Records and documentation are well maintained, however there are a few gaps in the operational plan.

Health and safety procedures are in place, however these are not always fully implemented. Healthy nutritious snacks are available for children, who prepare and access them freely. Children's dietary needs are discussed with parents and respected. Child protection policy is in place, and staff have recently attended training on child protection. Children with special needs are welcomed and fully integrated into the nursery.

Staff plan age appropriate activities for children, however the large number of

activities set out for children impedes their consolidation of what they learn and their concentration at their chosen activity. An effective key worker system is in place. Staff do observations on children and record what children can do, gaps in children's development are identified and this information is used to plan the next step for children's play, learning and development. There is a good range of equipment available but staff does not use this effectively to promote children's learning. All staff manage children's behaviour in a positive manner.

Good relationships have been formed with parents. They are very happy with the care provided to their children.

What has improved since the last inspection?

At the last inspection there were number of actions made in relating to record keeping. The staff records are now stored in the filing cabinet and easily accessible. All the staff have been checked and the disclosures were seen. The incidents and the accidents are recorded and signed by the parents. The visitors book is in place and they are asked to sign in and out of the premises.

Further actions were made in relating to policies. Since the last inspection the complaints policy has been updated to include the regulators name and number. All the policies are now displayed in the entrance hall so that parents can access them freely. The child protection procedure now contains procedures that are to be followed if an allegation is made against a member of staff. The sickness policy now contains that the parents will be contacted if a child falls ill. These improvements have enhanced children's welfare and their safety.

What is being done well?

- Staff have a positive, consistent approach to managing behaviour. They manage minor altercations by using distraction techniques effectively. Children are encouraged to share and be kind to each other. Good behaviour and children's efforts are recognised, celebrated and praised appropriately, creative work is valued, developing children's self-esteem and confidence.
- The routine incorporates both in and out door play allowing children to engage in physical and relaxing activities. The children benefit from the opportunity to make choices in their play, promoting their independence. They enjoy the outdoor play, riding bikes, painting the wall with large brushes and water and developing physical skills. Indoors they engage themselves in the role play area; shopping, feeding the baby and cooking.
- children can have their snack at any time during the session. They confidently prepare their own snack such as a jam sandwich, cut a piece of fruit with the help of staff and pour their own drink, thus promoting their independence and choice. They are encouraged to tidy away their plates and glasses after they have finished eating.

What needs to be improved?

- the implementation of recruitment and selection and induction policy
- the extension of uncollected child policy to include lost child policy
- the monitoring and evaluation of the number of activities provided to the children during one session
- the carrying out of risk assessments identifying action(s) to be taken to minimize identified risks and the recording of the fire drills.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There are no complaints to report.

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

Std	Recommendation
1	Implement recruitment and selection policy.
2	Extend uncollected child's policy to include lost child's policy and devise induction policy.
3	Monitor and evaluate the number of activities provided for children during one session.
6	Conduct a risk assessment on the premises identifying action(s) to be taken to minimize identified risks and record fire drills.

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

How effective is the nursery education?

Provision at Halebank Pre-school is of good quality overall and children make generally good progress towards the early learning goals. The programme for physical development is particularly well planned which enables the children to make very good progress in this area of learning.

Teaching is generally good. Staff are enthusiastic, motivated and work well as a team. They respect and value children and know them well. They are excellent role models and manage children's behaviour well. They make regular detailed assessments on children and use this information effectively for planning. Staff provide good range of appropriate activities for children, however they do not evaluate these activities to ensure that set objectives have been met. Children are independent learners and move from one activity to another, however staff do not always deploy themselves effectively to challenge and extend children's learning. There are good quality of resources available which staff do not use effectively to stimulate children's curiosity to help them understand how things work. Children with special needs are fully integrated and staff have good knowledge and understanding of their needs. Individual educational programmes are devised and implemented to meet the needs of the individual children.

Leadership and management are generally good. Staff work well as a team and are aware of their roles and responsibilities. Staff attend training, but there is no formal system in place to identify staff training needs or to evaluate the strengths and weaknesses of the nursery education.

Partnership with the parents is generally good. Parents receive a wealth of information on the Foundation Stage through regular newsletters and displays, though limited use is made of parental comments to plan the next steps in the children's learning. Discussions with parents demonstrate that they are very happy with the care provided.

What is being done well?

- Children are eager to try new activities such as tasting smelling and feeling different textures of food. Children access activities freely promoting their choice and independence.
- Children have good opportunities to play and learn both in and out doors. They are confident at using large equipment such as climbing frame, slides and wheeled toys. They are developing a good awareness of space. Through the current theme 'Food' children learn about the importance of staying healthy, washing hands at appropriate times and eating healthy foods.
- Staff use appropriate strategies to promote good behaviour and consideration for others. They give children clear and consistent boundaries and help them

understand the impact of unacceptable behaviour on others. Their calm and polite manner sets a very good example for children.

- Children's assessments link directly to the early learning goals and stepping-stones. The method of recording assessments gives the staff a clear overview of the children's progress towards the early learning goals and any gaps in their learning.
- The provision for special educational needs is good. Detailed records are kept on the children and individual educational programmes are in place and implemented effectively. Staff get support and work closely with the area special needs co-ordinator.

What needs to be improved?

- the effective deployment of staff so that they are able to challenge and extend children learning
- the appropriate use of resources and opportunities for children to explore and investigate by exploring objects and to look at why things happen and how things work
- the implementation of systems to evaluate the strengths and weaknesses of the nursery education and identify the training needs of the staff
- the evaluation of the activities provided to ensure that the set objectives are fully achieved
- the effective use of parental comments to plan the next steps in the children's learning.

What has improved since the last inspection?

Generally good progress has been made with the key issues raised at the last nursery education inspection. The first key issue was to monitor and record children's progress and use of assessments to guide their planning. Staff have implemented a system to record and assess children on a regular basis and gaps are identified which are used to inform their planning. The second key issue was to provide opportunities for older children to develop fully their reading and writing skills. This area has not been fully developed and remains as a key issue of this inspection. The third key issue was to use more number language and the recognition of numerals in the daily routine. Children are now encouraged to count as they play and in the daily routines such as snack and registration time and more able children can recognise numerals on the number frieze displayed. The fourth key issue was to encourage parents to become more involved in their children's learning and become aware of their children's progress. Staff actively encourage parents to get involved in their children's learning by accessing their assessment files, helping out at the pre-school and informal talks with their child's key worker, however staff do not give regular feed back to the parents about their child's progress. The last key issue was to provide opportunities for children to recognise changes that happen to their bodies when they are active. Children are now encouraged to feel their heart

beat before and after they have taken part in a vigorous activity, which makes them aware of the changes that happen to their bodies when they are active.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children behave well and have good relationships with staff and each other. They display sensitivity to others, work well together in a group, take turns and share equipment. They take initiative in choosing their own activities and work independently, however they do not concentrate at an activity for a long period of time. They display high level of personal independence in seeing themselves to the toilet, washing hands and helping to prepare their own snacks.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children listen at appropriate times and are able to recall the main events from the stories they have listened to. Children confidently initiate conversation with adults and others, talking about past and present events in their lives. They enjoy looking through books and are aware that text carries meaning. They recognise their own names on the cards, however more able children do not get the opportunity to link sounds to letters or attempt writing for a variety of purposes.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Most children are able to count beyond ten and can recognise some numerals. Through nursery rhymes such as 'Five current buns'. They learn simple addition and subtraction by counting number of buns left as a child buys one. Matching games on the computer provides them with good opportunity to learn shapes. Children are not challenged to solve practical problems using mathematical ideas or observe, recognise and recreate simple patterns.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children make play dough and take part in baking activities learning how ingredients change when mixed together. They talk to each other and adults about the events in their lives. They go on trips to the local parks and shops, which makes them aware of their environment. They operate the computer with confidence and are able to complete simple computer games. Children do not get the opportunity to explore, experiment and investigate to see how and why things happen.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children confidently use large equipment, which promotes their control and co-ordination such as climbing, sliding, and balancing. When using wheeled toys they negotiate space and others well. They effectively develop their fine motor skills as they use tools and material to bake, build and paint. The recent topic on 'Food' makes children aware of the importance of keeping healthy. During music and movement they are made aware of the changes that happen to their bodies when they are active.

CREATIVE DEVELOPMENT

Judgement: Generally Good

A wide range of activities allows children the opportunities to explore different properties of materials and objects to use their imagination to express themselves. They enjoy playing in sand, water, pasta and paint, but do not get the opportunity to explore with colour. They respond well to the current theme of 'Food' by tasting, smelling and feeling different textures of food. They make good use of the role play area and small world scenes to make up their own stories.

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

- Deploy staff effectively so that they are able to challenge and extend children's learning.
- Make appropriate use of the resources available to provide opportunities for the children to explore and investigate and show an interest in why things happen and how things work.
- Implement systems to evaluate the strengths and weaknesses of the nursery education and identify the training needs of staff.
- Evaluate the activities provided to ensure that the set objectives are fully achieved.
- Ensure that the contributions from parents about their child's learning at home is used effectively when planning the next steps in their learning.

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.