



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 315239

DfES Number: 518425

INSPECTION DETAILS

Inspection Date	17/05/2004
Inspector Name	Susan Janet Lee

SETTING DETAILS

Day Care Type	Sessional Day Care, Out of School Day Care
Setting Name	Statham Little Foxes
Setting Address	Statham Community Primary School Warrington Road Lymm, Warrington Cheshire WA13 9BE

REGISTERED PROVIDER DETAILS

Name	. Statham Little Foxes Committee
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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

Satham Little Foxes Pre School and Out Of School opened in 2002. It operates from a purpose built building in the grounds of Satham Community Primary School in Lymm, Warrington.

The pre school is open each weekday during term time. The morning sessions are from 08:55 until 11:25 and the afternoon sessions are from 12:30 until 15:00. There are currently 41 children on roll at the pre school. This includes 21 funded 3 years olds and 6 funded 4 year olds. Children attend for a variety of sessions. The setting currently supports 6 children with special needs.

The after school club is open each weekday during term time from 15:15 until 18:00. There are currently 20 children on roll. The holiday club is open each weekday during school holidays from 08:30 until 18:00. There are currently 22 children on roll.

Nine staff work with the children. Five of the staff have early years qualifications to level 2 or 3. One member of staff is currently working towards a recognised early years qualification, whilst three other staff are to commence studying for a relevant childcare qualification in September 2004. The setting receives support from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Satham Little Foxes Pre School and After School Club provide good quality care for children. Staff develop warm relationships with children to help them feel secure. Space is well organised and used creatively. There is an extensive range of furniture, equipment and toys available to meet the needs of the children being cared for. Resources are organised for easy access, enabling children to explore, make choices and develop their independence. Records are well organised and up to date; however, there is one omission.

The premises are maintained to a high level of cleanliness, repair and decoration. The environment in which children are cared for is safe and secure. Staff exercise

good hygiene practices. Children learn about personal hygiene through daily activities such as washing hands at appropriate times of the day. The children are able to freely access drinking water, via a water dispenser. Snacks promote healthy eating. Staff have a secure knowledge of the child protection procedure.

The children attending both the sessional and after school facilities engage in activities that are interesting, stimulating and fun. They are able to move around freely from one activity to another. Staff work well together as a team and deploy themselves appropriately to enable them to work closely with the children and offer good care and support. Effective systems are in place for monitoring children's achievements. Staff have a good understanding of children's individual needs and meet these needs well. There is a comprehensive policy for behaviour management, which works well in practice. The staff work closely with parents and outside agencies to best provide for children with special needs.

The staff build good working relationships with parents. Comments made by parents of children attending the out of school facility included that the club offers an invaluable service and the staff are caring and approachable. Parents help on a rota at the pre-school.

What has improved since the last inspection?

Not applicable

What is being done well?

- The building is bright and stimulating. Lots of children's artwork, posters, photographs, displays and information for parents is displayed to make for a warm and welcoming environment.
- The provision promotes equality of opportunity well. The setting displays a good range of positive images as a means of promoting equality of opportunity. Children have access to a wide range of resources that reflect diversity and they engage in themed activities relating to different festivals such as Chinese New Year and Chanukah. This raises children's awareness of the world around them and to helps them value each other's similarities and differences.
- Staff observe children whilst they play and use these observations to monitor children's progress and also to inform planning; enabling staff to plan future activities based on individual learning needs of the children. There is a good balance of free play and adult initiated activity. Staff dedicate time playing and talking to the children to extend language, support mathematical thinking and to encourage imaginative play. The children are happy, settled and confident.
- Staff clearly understand the behaviour management policy and they apply it consistently in practice. Children receive lots of praise and encouragement for positive behaviour and their achievements are celebrated; which helps to raise children's confidence and self esteem. Children attending the after

school club have ownership of the ground rules as they were involved in devising these rules. The staff show care and respect towards the children, who respond and behave well.

- Parents are provided with a wealth of information about the setting. This includes a welcome pack, policies and regular news letters. Staff share information with parents on a daily basis to keep them informed about their children and they organise open days as a good tool of sharing information regarding children's progress.

What needs to be improved?

- the documentation, regarding medication 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
14	Improve the Pre-School's method of recording medication.

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

How effective is the nursery education?

Statham Little Foxes offers high quality provision which helps children to make very good progress towards the early learning goals.

Teaching is very good. Staff have secure knowledge of the early learning goals. Their roles and responsibilities are clear, and are deployed well to set out and facilitate a stimulating range of early learning experiences. There is a good balance between child-initiated and adult-led activities. Children are actively encouraged to participate in all the learning experiences, thus promoting equal opportunities for all. Effective assessment system is in place. Staff use stepping stones to aid their assessment process for individual children and link their planning with the gaps identified. Staff are promoting children very well in all six areas of learning, however there are two points which staff should take into consideration in Communication, language and literacy; they provide limited opportunity for children to practise mark making and emergent writing during child initiated play, link sounds to letters and attempt to write them and children are not encouraged to access books freely. Staff are calm and confident in their management of children; they have high expectations for children's behaviour and manners and they provide effective role models for sensitive social interactions.

Partnership with parents and carers is very good. The provision of excellent information and support enables parents to participate in the early years of their child's educational progress.

The leadership and management of the setting is very good. Clearly defined lines of management, roles and responsibilities and strong team work contribute to the harmonious and effective learning environment. The nursery has very good links with the Early Years advisory teacher, who visits the nursery on regular basis to support staff in all areas of the curriculum.

What is being done well?

- Children's personal social and emotional development is excellent. They are confident enthusiastic learners able to work on their own. Children behave very well and are considerate of each other.
- Staff know the children well, are knowledgeable about the early learning goals and offer good support during play, thus providing a positive learning environment where children are secure and motivated.
- Mathematics forms an integral part of the daily routines of the nursery. Children learn through first hand experience to develop skills and understanding in this area of learning eg. construction, play dough, mark making, creative activity and story time. Children demonstrate a good command of mathematical language eg. they can name circle, square,

triangle, biggest, smallest, tall, short, sinking, floating. Children are learning simple addition and subtraction as they count to see how many more flowers they need to thread to make a gallant for May Day possession.

What needs to be improved?

- the opportunities for children to link sounds to letters and attempt to write them
- the encouragement to the children to access books freely
- opportunities for children to practise mark making and emergent writing during purposeful child initiated play experiences.

What has improved since the last inspection?

There were two key issues arising from the last inspection. The first key issue was to place more emphasis on children's use and enjoyment of books by encouraging greater use of the book corner. Books are kept in a low cupboard which is easily accessible for children. Staff do give opportunity for children to look at books before they have snack, but they do not encourage them to use them freely. The second key issue was to share children's records with parents regularly and encourage their comments and contributions to these records. Parents are free to access their children's records and contribute to them which enhances the partnership between home and playgroup.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

All children are confident, play co-operatively and are considerate of each other. Children are interested, excited and motivated to learn as they sit quietly and concentrate for protracted periods on the activities of their own choice. Children are well behaved and show a good understanding of what is right and wrong. Children demonstrate a good level of personal independence. They use bathroom with minimum supervision and wash their own hands.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are articulate and use a wide range of vocabulary to express their thoughts, ideas, and opinions. The environment is rich in print and children understand that words convey meaning and writing has a variety of purposes. A writing table is available but children do not spontaneously mark make in child-initiated play. Books are stored at children's level, but they were not encouraged to access them freely. There is little emphasis for children to link sounds to letters and write them.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Mathematics forms an integral part of many activities and daily routines of the nursery. Children learn through first hand experience to develop skills and understanding in this area of learning. They demonstrate a good command of mathematical language eg. they can name circle, square, biggest, smallest. They are learning about capacity, volume, and weight as they play in the water and sand. Older children are learning simple addition and subtraction.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children talk about their experiences from home as they learn about their local and wider environment. They understand the family and work roles and interpret this through role play. Children record their observations as paintings and drawings. They investigate the living and natural things on their nature table eg. worm tracks, tadpoles in the tank etc. They use broader range of technology resources such as computers, tape recorders and magnifying glasses to support their learning.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children have many opportunities to refine their fine motor skills by using a range of tools in the water, sand, play dough, painting, drawing, gluing and using scissors. Children move with confidence, control and awareness of others. Music and movement supports the children's co-ordination skills, and encourages them to move imaginatively. Routine out door play sessions and activities provide good opportunities for children to enjoy vigorous play and practise their large motor skills.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children express their imaginative ideas creatively using a range of materials eg. paint, dough, colour pencils, felt tips and scraps of paper. Children draw pictures creatively and purposefully choosing particular colours for a certain purpose such as a yellow sun or a blue sky. Music, movement and action songs are used effectively to stimulate the children's imaginative ideas and movement. Many tactile and sensory experiences are provided to stimulate and expand children's imagination.	
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:
- encourage children to access books freely
- provide more opportunities for children to practise mark making and emergent writing during child initiated play, and link sounds to letters.

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.