



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 226456

DfES Number: 580928

INSPECTION DETAILS

Inspection Date 18/11/2004
Inspector Name Chaula Amin

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Ratby Pre-School
Setting Address Church Rooms
Church Lane, Ratby
Leicester
Leicestershire
LE6 0JF

REGISTERED PROVIDER DETAILS

Name Ratby Pre-School 0177159

ORGANISATION DETAILS

Name Ratby Pre-School
Address Church Rooms
Church Lane
Ratby
Leicestershire
LE6 0JF

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

Ratby Pre-School, which is run by a committee of parent volunteers, opened in 1971. It operates from the main church rooms on Church Lane in Ratby. The group serves the village of Ratby and surrounding areas. A maximum of 24 children may attend the pre-school at any one time. The pre-school is open on weekdays from 09:15 to 11:45 every morning and 12:50 to 15:20 on Monday, Tuesday, Thursday and Friday afternoons, for 33 weeks of the year. There is access to a secure enclosed outdoor play area.

There are currently 74 children from two to five years-of-age on roll. Of these, 51 children receive funding for their nursery education. The pre-school currently supports children with special educational needs and who speak English as an additional language.

The pre-school employs 11 staff, of whom six hold appropriate early years' qualifications and two staff are currently working towards their qualification. The pre-school receives support from Leicestershire Early Years' Development and Childcare Partnership.

How good is the Day Care?

Ratby Pre-School provides good quality care for the children. Staff provide a warm and secure environment where children play well together and form good relationships with the staff. Staff work as an effective team ensuring that pre-school policies and procedures are adhered to, although not all staff are aware of what to do if a child goes missing. They ensure that all safety precautions are maintained both inside the pre-school and in the outside play area.

Staff encourage children to practice high standards of personal hygiene. They are aware of children's individual needs and have regard for any dietary and medication requirements. Children are provided with healthy snacks and drinks during the sessions. Staff have a good understanding of child protection and are aware of the procedure for reporting any concerns.

Staff plan and provide a good range of stimulating and interesting activities. Good quality resources are accessible to children, including toys and displays which reflect positive images and diversity of culture. Children with special needs are effectively supported. Children are confident when choosing activities and staff support them accordingly. Staff are consistent in their approach when dealing with behaviour issues and good behaviour is acknowledged and encouraged.

Staff have good relationships with parents and carers. Parents are very committed to helping during the sessions. Staff communicate with them daily on their child's well-being. Parents have good access to the policies and procedures of the pre-school and the activity plans, which are available on the notice board.

What has improved since the last inspection?

At the last inspection, the playgroup was to ensure that all staff and committee members are suitable and undergo Ofsted's vetting procedures. They agreed to meet any recommendations that the Fire Safety Officer and the Environmental Health Officer makes. They also agreed to make sure that the complaints procedure includes the telephone number of the regulator and to have a written statement based upon the local Area Child Protection Committee procedures. All actions relating to health and safety and documentation have been addressed, which has had a positive impact on the potential safety and care of the children at the pre-school.

What is being done well?

- Staff have good relationships with the children. They spend time playing and talking to them. Staff provide a good range of interesting activities and experiences for the children.
- Staff work in partnership with parents and carers. They exchange information with parents about their children and encourage them to help during the sessions.
- The pre-school has good range of resources and equipment enabling children to choose what they want to play with.
- Children's behaviour is managed effectively with praise, encouragement and reassurances given. Children have clear and consistent boundaries and know what is expected of them.

What needs to be improved?

- the procedure for lost children.

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.)

Since April 2004, no complaints regarding this provider have been made to Ofsted.

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
2	Ensure that all staff are aware of the procedure for lost children.

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

How effective is the nursery education?

Ratby Pre-School provides good-quality education overall, which enables children to make generally good progress towards the early learning goals. They are making very good progress in four areas of the curriculum and generally good progress in mathematical and physical development.

The quality of teaching is generally good. Staff have a solid understanding of the early learning goals and how these may be achieved. Staff question the younger children effectively, however they do not always extend their questioning or the challenge for older and more able children. Staff have good relationships with the children, consequently they are well behaved.

There are effective systems in place for staff to observe children during play. Observations are then transferred onto the child's development records, enabling staff to clearly identify children's achievements. However, staff do not sufficiently identify or link the 'next steps' of children's learning to the activity plans, and planning and the use of everyday activities does not always ensure that all clusters of the curriculum are covered sufficiently. Plans do not sufficiently account for the learning needs of older and more able children.

The leadership and management of the group is generally good. Staff are aware of their roles and responsibilities and work well together. The manager informally monitors the staff and how they deliver the teaching of the curriculum. Appraisals are linked to staff development and training is sought in order to progress staff's understanding of children's learning.

The partnership with parents and carers is generally good. Staff and parents share a positive relationship and are well informed about their child's progress. Parents are encouraged to play an active role in their child's learning by bringing items from home that relate to the letter of the week. However, there is insufficient consultation with the parents regarding their child's 'next steps' for learning.

What is being done well?

- Personal, social and emotional development is very well promoted and children are confident and motivated to take part in activities of their choice.
- Children's communication and language development is good. They speak confidently and enjoy looking at books. They have worthwhile opportunities to develop their writing skills.
- Children are developing a fascination for the world around them in knowledge and understanding of the world through trips into the community.
- Children are given sufficient time and resources to initiate their play and learning.

What needs to be improved?

- the assessment of children's progress which identifies the next steps of their learning and using this to inform the planning and the parents
- plans which cover all aspects of the stepping stones consistently and the use of everyday activities to promote learning
- learning intentions which cater for children's differing abilities and the challenge for older and more able children.

What has improved since the last inspection?

The pre-school has made generally good progress since the last education inspection. They were asked to address two key issues: to review their assessments so that they are in line with the early learning goals and to use them effectively to plan for individual children's learning. The staff have achieved this by attending relevant courses and reviewing their observation and assessments methods. However, in practice, they do not link the identified 'next steps' of the child's learning into their planning.

The group also agreed to develop staff's knowledge of the Code of Practice on the Identification and Assessment of Special Educational Needs. They have achieved this by a designated member of staff attending training in this area. They now work closely with relevant professionals to ensure appropriate strategies, activities and resources are used to support children with additional needs.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

All children are confident and keen to get involved in activities. They concentrate well during circle time and listen to each other. Children are well behaved and help to tidy away the toys. Children are developing very good relationships with adults and their peers and they play well together. A sense of community is developed by inviting in professional people and trips into the local area. All children are developing useful personal skills and older children are able to dress themselves.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's spoken language is developing well. Older and more able ones talk confidently and are able to offer solutions to problems. Children have good opportunities to link sounds with letters. Children's love of books is developing well; they handle books carefully and point to familiar pictures on the pages. They take part in planned mark-making activities and have ready access to writing materials in imaginative play.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Good counting skills are developing amongst children. They count confidently to beyond 10 and are able to recognise numbers at random. All children are becoming familiar with mathematical language during nursery rhymes, however there is insufficient mathematical challenge for older and more able children in their routine activities. Children recognise shapes and are becoming familiar with measuring as they take part in planned activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have valuable opportunities to explore and investigate change through practical activities, such as growing plants and nature walks. Good designing and joining skills are demonstrated in complex and purposeful model making. Children are developing their understanding of technology as they play with computers, telephones and cash registers. They are becoming familiar with the days of the week and an awareness of time in their daily routine.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

All children move well around the pre-school safely and confidently. Children have good opportunities to develop their running and climbing through planned sessions. They negotiate their way around the space available, carefully avoiding objects. They are gaining skills in the use of small equipment such as play dough equipment and paint brushes. Children have insufficient opportunities to become aware of their health and bodily changes.

CREATIVE DEVELOPMENT

Judgement: Very Good

All children have very good opportunities to explore colour and texture through a variety of media, such as paint, recyclable materials and sand. Children regularly take part in music and movement. They are developing their imaginations well, and enjoy role-play such as a police station and doctor's surgery. Children are given worthwhile opportunities to develop their senses, such as experiencing playing in snow.

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

- ensure curriculum planning accounts for the individual learning needs of children, and is adapted for different needs accordingly
- the use of everyday activities to support learning in all areas of the curriculum, with particular reference to mathematical understanding and health and bodily awareness
- provide parents with further information on their children's progress and in respect of their 'next steps' in learning and how they may support this in the home environment.

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.