



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 226206

DfES Number: 539446

INSPECTION DETAILS

Inspection Date	10/11/2004
Inspector Name	Susan Riley

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Hall Lane Pre-School
Setting Address	Hall Lane Methodist Church Hall Lane, Whitwick Coalville Leicestershire LE67 5PF

REGISTERED PROVIDER DETAILS

Name

ORGANISATION DETAILS

Name	Community Pre-Schools
Address	17 Main Street Ravenstone Coalville Leicestershire LE67 2AS

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

Hall Lane Pre-School is part of a group of four pre-schools operating under the name of Community Pre-Schools. It opened in 1996 and operates from rooms within the Hall Lane Methodist Church. It is situated in a suburb of Coalville. A maximum of 26 children may attend the pre-school at any one time. The pre-school is open Monday from 12:45 until 15:00 and Tuesday to Friday from 09:30 until 12:00, during the school term. All children share access to a secure enclosed outdoor play area.

There are currently 29 children from 2 to under 5 years on roll. Of these 24 children receive funding for nursery education. Children come from a wide catchment area.

The pre-school employs four staff. Two of the staff, including the manager hold appropriate early years qualifications. Two staff are working towards a qualification. The setting receives support from the Leicestershire Early Years Development and Childcare Partnership.

How good is the Day Care?

Hall lane Pre-School provides good quality care for children. There are suitable arrangements in place to protect children from persons who are not checked. The present system of vetting staff is not effective. Staff deploy themselves well around the setting and are very clear on their roles and responsibilities. Staff organised and use space well to meet children's needs. There are sufficient and suitable toys and resources readily available to the children. Staff are very well organised with the documentation. All records are in place, they are accessible, stored securely and confidentiality is maintained.

Staff maintain good supervision of children and show a good awareness of safety issues around the setting. The premises are kept secure. Children are encouraged to learn about personal hygiene through the daily routine. There is a risk of cross infection with current practice for hand washing. Staff are aware of and meet the dietary needs of all children. Water is readily available for the children and staff are

aware of children's individual dietary requirements. All children are valued, included and their needs met. Staff demonstrate a sound understanding of the child protection issues.

Staff provide a good stimulating range and balance of activities and experiences for children, which promotes all areas of development. Staff display interest in the children, they play, listen and interact well with them. Children are well behaved, and staff value and encourage good behaviour offering positive praise and encouragement.

A warm and welcoming environment is provided for parents and children. Relationships between parents and staff are good and children are cared for according to parents' wishes.

What has improved since the last inspection?

At the last inspection the pre-school agreed to a number of actions:- to make the outdoor area safe and secure, to devise and implement an equal opportunities policy, a written statement on special needs, and to ensure that the child protection statement complies with the Area Child Protection Committee and all three to be consistent with current legislation and guidance. Also to devise and make available to parents, a written statement on behaviour management.

The outdoor play area had been damaged by flooding, the fencing has been repaired and now the play area is a safe and secure environment for children. The staff have devised and implemented an equal opportunities policy, a statement on special needs, a statement on behaviour management and updated their child protection statement, and these are all in line with current legislation and guidance. All policies and procedures are made freely available to parents. This ensures that all staff are fully aware of their responsibilities in caring for children and that parents are fully aware of the practice followed.

What is being done well?

- A good range of toys and resources, are readily available for children to freely access, encouraging their independence. All are appropriate for the children's age and stage of development.
- The staff takes positive steps to promote safety within the pre-school by completing a formal daily risk assessments around the setting. Staff are deployed effectively and are vigilant about children's safety at all times. Safety arrangements are regularly reviewed.
- The pre-school is warm and welcoming to all, children's artwork is displayed, an information area for parents is provided and first names are used by all, creating a friendly environment. Information is shared daily between parents and staff, through discussions, posters and notices around the setting.
- The staff are very interested in the children, they actively play with them. They talk and listen to the children, which encourages their language development. The staff respond well to the children's interests and offer

appropriate praise and encouragement.

What needs to be improved?

- procedures for vetting staff, to ensure their suitability of working with children,
- staffs understanding of the importance of good hygiene practice in order to prevent the spread of infection,

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

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
1	Ensure that there are effective procedures in place for checking that staff are suitable, both mentally and physically, to care for children.
7	Ensure good hygiene practices are in place regarding hand washing.

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

How effective is the nursery education?

Hall Lane Pre-School provides a bright, friendly learning environment where children make generally good progress towards the early learning goals. A varied programme of activities is offered which supports the children's development and promotes all six areas of learning.

The quality of teaching is generally good. Staff have knowledge of the early learning goals and an good understanding of how children learn through play. A balance of activities are planned to cover the six areas of learning. However, at times children's individual needs are not being met as the learning intention is not clearly linked to the stepping stones of the early learning goals. The space and equipment is well used to support and extend children's learning and maintain their interest. Relationships between the staff and children are secure and the children enjoy their play and learning. Staff have high expectations of children's behaviour and encourage this through positive praise and encouragement. The use of the assessment records are not used effectively to aid the planning of activities to further children's individual development.

The leadership and management of the setting are generally good. The whole staff group are committed to the inclusion of all children and to improving the care and education within the setting. The staff work very well as a team, and are fully aware of their roles and responsibilities. However, limited monitoring and evaluating the provision for children's learning takes place. Staff meetings are held regularly to assess current strengths and weaknesses of the provision and develop ways to constantly enhance practice.

The partnership with parents and carers is generally good. Relationships between the staff and parents are open and friendly. Parents are provided with information about the setting, its routines and provision. They are informed about their child's achievements and progress.

What is being done well?

- Children's personal, social and emotional development is very good and a great strength of the setting. Children are confident within the group and are motivated to learn, they have a positive approach to new experiences.
- Some children have a strong impulse to explore and investigate, they are very interested in the development of the wormery, bringing worms in from home.
- Children's behaviour is good, they demonstrate understanding of turn taking. They help with the tidying away of the activities, working together to do this. Children understand the responsibility of being a milk monitor for the session.

- Staff provide a stimulating range of experiences, which offer a good balance between adult led and child initiated activities.

What needs to be improved?

- assessment systems, using the information gathered from the monitoring and evaluations of children's learning, to aid the planning of activities to further children's individual development,
- planning, to show a clear learning intention of what children are intended to learn, which is in line with the stepping stones of the early learning goal's.

What has improved since the last inspection?

The improvements made since the last inspection have been generally good. The pre-school was required to address a number of key issues, which were: - to further develop planning systems to show staff deployment and grouping of children, ensure that plans show clearly what children are intended to learn from the activities and link these with the six areas of learning. Provide more opportunities for children to experience challenging tasks within the programme for physical development to increase their range of skills.

The planning now clearly shows the staff deployment and the grouping of the children, this aids the staff on where they need to be and their role within the activities and identifies the group of children to work with at the various activities. This ensure that the staff member is able to interact with the children in ways that focus on the learning intention. The present plans do have a clear learning intentions, but at times it is not clearly linked to the stepping stones within the early learning goal's. This is not sufficiently met and is being carried forward form this inspection. The physical development programme for children is covered well within the daily routine. Outdoor play is planned for on a daily basis, and children are given opportunities to practice and refine their physical skills.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interest, excited and motivated to learn. Most children are confident and are developing an awareness of their own needs. They show care and concern, for one another and living things. Children feel safe and secure and demonstrate a sense of trust. They seek out their friends and peers to share experiences with. Children have an understanding of the boundaries set and expectations of the setting. Their independence is developing well.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Most children are confident to use language to discuss issues in large and familiar groups. Children respond enthusiastically to songs and rhymes, they listen attentively to stories and answer predictive questions. Children are able to make marks and some children can write their own name. Letter formation is developing. Children handle books with care and are aware of how they work. Some children are able to recognise their own name.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Number recognition is developing, most children are willing to attempt to count objects with some numbers in the correct order. Some children have very good skills with number they are able to calculate how many more are needed, demonstrating an awareness of addition. Children use mathematical language and tools within their play, demonstrating their understanding. They can recognise and name shapes in everyday activities. Children recreate simple patterns.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are beginning to know about their own culture and beliefs and those of other people. They have a strong impulse to explore and investigate, they enjoy using their senses and are able to describe features of objects and events. Some children demonstrate good skills with the use of the computer. They display an understanding of time by their discussions about past and present events in their lives. Children use simple tools and techniques competently and appropriately within their work.

PHYSICAL DEVELOPMENT	
Judgement:	Generally Good
Children move within the setting with confidence, increasing control, co-ordination and safety. They have a good awareness of personal space of themselves and others. Children are learning how to handle tools and use different materials with increasing control. They are able to use a range of small and large equipment with purpose, using their small and large muscles. Children show good control when holding a fixed position and most children use their preferred hand.	

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children have good opportunities to explore colour, texture, shape, form and space in two and three dimensions. They experience and explore their senses through a wide variety of activities, using a range of media. Children enjoy singing and ring games, but have limited opportunities for exploring sounds for themselves. They use their imagination well in their art and design work and role-play situations. Children respond in a variety of ways to what they see, hear, smell, touch and feel.	

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

- continue to develop systems for monitoring and evaluating children's learning and development and use information gathered to inform the planning of activities to further children's individual development,
- continue with the development of the planning of the activities to show a clear learning intention of what children are intending to learn, which is linked to the stepping stones of the early learning goal's.

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.