



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 119473

DfES Number: 521067

INSPECTION DETAILS

Inspection Date	27/04/2004
Inspector Name	Patricia Mary Champion

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Eastwood Community Pre-School
Setting Address	Eastwood Community Centre Western Approaches Southend on Sea Essex SS2 6XY

REGISTERED PROVIDER DETAILS

Name	The Committee of Eastwood Community Pre-School 1023369
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ORGANISATION DETAILS

Name	Eastwood Community Pre-School
Address	Eastwood Community Centre Western Approaches Southend on Sea Essex SS2 6XY

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

Eastwood Community Pre-School opened in 1980. It operates from the large hall and lounge within the Eastwood Community Centre, located in a residential area within walking distance of local schools and shops. The pre-school serves the local and surrounding areas.

There are currently 83 children from 2 to 5 years on roll. This includes 25 funded 3 year olds and 11 funded 4 year olds. Children attend for a variety of sessions. The setting supports a small number of children who have special needs.

The group opens five days a week during school term times. Sessions are from 09:15 until 11:45, with afternoon sessions on Monday, Wednesday and Friday from 12:15 until 14:45.

Twelve members of staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. Three staff are currently working towards a recognised early years qualification. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP) and is a member of the Pre School Learning Alliance (PSLA).

How good is the Day Care?

Eastwood Community Pre-school provides satisfactory care for children.

Staff are well aware of the routine and their responsibilities and organise space and resources so that children are busy and interested in their play. Thought has gone into introducing children aged from two years into the setting; this has been successful. The afternoon sessions are organised to allow children to settle into their surroundings. The staff display posters to make the premises welcoming and work has recently been undertaken to renovate the outdoor area. Documentation is well organised, although the policies and procedures have not all been updated in line with the revised National Standards.

The children's welfare and safety is carefully considered. Staff undertake risk assessment regarding the premises and equipment and are vigilant about security. Good hygiene procedures are shared with the children and snacks are provided with regard to allergies and special diets. The staff are mindful of hot weather; hats are provided for children to wear outdoors. The staff know the children well and show high levels of care and concern for their individual needs.

A balance of spontaneous and structured play is provided through the range of activities planned for each day. The staff promote language development by asking questions, reading stories and singing songs. Children respond well to the staff's high expectations for behaviour and play co-operatively with each other. The policy regarding equality of opportunity is well written and covers all aspects of the pre-school's work. Strong support is provided for children with special needs.

The staff are working hard to build the partnership with parents; information is shared through letters, visual displays and open days have been planned for May 2004.

What has improved since the last inspection?

There have been significant improvements since the last inspection to improve the welfare and safety of the children.

The premises has been made more secure with new fencing around the outdoor area and the fire exits are now alarmed. Hand washbasins now have a safe hot and cold water supply and an action plan is in place to complete the task of making the radiators safe

Documentation has been significantly improved. There is now a clear system for registering the attendance of children and staff. Medication records and consent agreements have been requested and maintained.

At the last inspection the registered providers were asked to provide evidence that staff working with children have been vetted. All staff have now been cleared through the Criminal Records Bureau (CRB) and there is a clear recruitment policy.

What is being done well?

- High quality documentation required for the efficient and safe management of the pre-school is in place. A very clear operational plan has been developed to directly link to the National Standards. This is used as a working tool to ensure that space and staff deployment meet the children's needs effectively.
- The pre-school is effective in the way it provides for children with special needs. The staff team have the necessary skills and experience to identify potential difficulties in children and secure appropriate support and early intervention to meet their needs effectively.
- Staff work calmly with children and have positive strategies, promoting respect by sharing and turn taking. Children behave well and have a clear

understanding of the boundaries.

- There is a good partnership with parents, newsletters and information is freely available to read in the hall. The responses to the parents' questionnaire were mostly complementary and all the parents spoken to at the end of the sessions were happy with their child's care.

What needs to be improved?

- the policies and procedures within the operational plan so that they meet the revised National Standards.

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
14	Review and update policies and procedures within the operational plan to ensure that they are in line with the revised National Standards. (This refers to standards 2, 6, 7 and 12.)

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

How effective is the nursery education?

The provision for nursery education at Eastwood Community Pre-School is good. It enables children to make very good progress in their physical development, and generally good progress in all other areas of learning.

The quality of teaching is generally good. Staff work well together and sessions run smoothly. The staff are sensitive and calm, and the children respond well to their expectations for good behaviour. The curriculum is planned to give children a broad range of experiences to make progress towards the early learning goals. However the everyday core activities and routines are not always organised or resourced to maximise the children's learning. The staff have worked hard to improve the quality of the children's developmental records, although the next steps in the children's learning are not formally identified. An effective system is in place to support children with special needs.

Leadership and management is generally good. The supervisors are responsible for the day to day running of the group and they are strongly supported by the pre-school management committee. The supervisors and staff work as a team. Ideas are shared at the staff meetings and they all have input in planning and delivering the curriculum. A formal staff appraisal system to evaluate how the curriculum is delivered has not yet been set up.

The partnership with parents is generally good. Regular newsletters and notices inform parents of coming events and the topics the children are working on. Parents are complementary about the care and education the children receive. Until now parents have only been provided with information verbally about their children's progress in an informal way. Acting on comments from parents, the staff have identified a need to improve the links for communication. Open days and interviews by appointment with key workers have already been organised.

What is being done well?

- The supervisors have developed a sound understanding of the curriculum for the Foundation Stage. When they have not been able to access training, they have spent considerable time undertaking their own research regarding the curriculum and the early learning goals. They show a strong commitment to improving the quality of education for the children.
- There is an excellent programme for physical development. Children are offered a wide range of physical play opportunities, and when weather is inclement, indoor apparatus is set up in the lounge area. Children enjoy the many planned opportunities to engage in activities requiring hand-eye co-ordination and gain health and bodily awareness through projects and daily routines.

- Good use is made of staff deployment and space within the setting. Children are motivated to learn and enjoy small group focussed tasks and one to one activities with staff.
- There is an excellent programme to promote information technology. The children can freely access the computer during everyday play. It is positioned where children can take initiative and practice their skills with confidence.

What needs to be improved?

- the use of resources and equipment to maximise children's learning within everyday core activities and routines
- the assessment of children's progress so that the next steps in each child's learning is identified and used to inform future planning
- the system for staff appraisal to monitor and evaluate the quality of care and education.

What has improved since the last inspection?

The previous inspection was undertaken in 1999, prior to the current supervisors taking up their posts. The key issues raised have been addressed generally well and changes introduced in September 2000 to the nursery education requirements are now covered within the pre-school's practice.

Children are now given opportunities to explore and compare 'made objects' and question how things work, for example activities are planned to allow children to observe and explore what happens when they pump water or use wood working tools such as a hand drill or vice.

Opportunities for children to increase their mathematical language and explore calculation are now included within the planning. Practical problem solving exercises and adult led activities help children learn what happens if we 'add one more' or 'take one away'.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are confident and secure while playing in an environment that offers interesting activities and new experiences. They play co-operatively by taking turns and sharing equipment. Friendly relationships are formed with their peers and the staff team. Children can freely choose from the activities on offer and they show a pride in their achievements. There are missed opportunities to develop the children's independence within the everyday routine such as pouring their own drinks.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children have emerging self confidence to speak to others about wants and interests and the older children listen to stories with increasing attention and recall. Language and vocabulary is developed through poems and enthusiastic singing of rhymes and songs. There is daily access to books and children read for enjoyment. Children recognise and write their name. However, there are missed opportunities for children to experience mark making and practice early writing skills through role play.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children show interest in numbers and counting. They can reliably count to ten and much higher with support. Children are able to compare and name matching shapes and can describe the shape of everyday objects. They are beginning to understand mathematical problems and early calculation through singing number rhymes and following computer programmes. Size, volume and position are explored through planned activities. However, this needs to be extended further within everyday situations.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children are involved in developing their knowledge and understanding of the world through a topic-based activity programme. They observe changes in the weather, the days of the week and months of the year. Children make models using construction equipment, practice their computer skills and learn about children from around the world. They celebrate festivals and traditional events. However, there are missed opportunities for children to see, touch and investigate items linked to themes.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children show an awareness of space, moving confidently within the premises and outdoors. There are opportunities for large scale and energetic movement using indoor play apparatus. Children enjoy using tools during woodwork and use paint brushes and glue spreaders with precision. They show good control while tracing, hold pencils correctly and use scissors safely. Children learn about a healthy lifestyle through topics and everyday routines.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children recognise colours and explore with interest what happens as they mix colours when painting. A range of materials is used to allow children to explore texture through collage work, although this area provides limited inspiration. Children really enjoy using their imagination during role-play and when acting out stories, for example introducing their own ideas when going on a bear hunt. They are very interested in the way musical instruments sound and enjoy singing favourite songs.

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

- review use of resources and equipment to maximise children's learning within everyday core activities and routines
- continue to develop the children's progress and assessment records so that the next steps in each child's learning is identified and used to inform future planning
- develop a system for staff appraisal to monitor and evaluate the quality of care and education.

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.