



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 136001

DfES Number: 518279

INSPECTION DETAILS

Inspection Date	26/01/2004
Inspector Name	Christine Mary Burrridge

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Hanham Toddlers Pre-School
Setting Address	Chapel Road Hanham Bristol Avon BS30 8SD

REGISTERED PROVIDER DETAILS

Name	The Committee of Hanham Toddlers Pre School
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ORGANISATION DETAILS

Name	Hanham Toddlers Pre School
Address	Hanham Toddlers Pre School Chapel Road Hanham Bristol BS30 8SD

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

Hanham Toddlers Pre-School was first established in 1960. The group believes that it is the oldest pre-school in the country. It operates from the Methodist Church Hall, which is situated close to the local shops, library and community centre in Hanham in South Gloucestershire. It shares the premises with other organisations. The pre-school consists of three separate groups using three main play rooms, a large hall, and male and female toilet facilities. Children are grouped according to their age and remain in the same group for the whole year. There are separately enclosed grass and patio areas used for outside play, when the weather permits. The pre-school mainly serves the local community.

There are currently 115 children from two and a half to five years on roll. This includes 48 funded three-year-olds and 23 funded four-year-olds. Children attend for a variety of sessions. Children with special needs and children who speak English as an additional language are supported.

The group opens five days a week during school term time. Sessions run every morning from 9.00 to 11.30 hours and Tuesday and Thursday, between 12.30 and 15.00 hours.

Twenty three staff work with the children. Six staff are qualified to N V Q level 3 and one staff member holds a Bachelor of Education degree. Two staff and two committee members are currently working towards a recognised early years qualification. Parents provide additional assistance on a rota system. The setting receives the support of a teacher advisor from the Early Years Development and Childcare Partnership(EYDCP), every half term.

The pre-school is a registered charity run by a management committee elected from parents of children who attend the group.

How good is the Day Care?

Hanham Toddlers Pre-school provides a satisfactory standard of care for children.

The group has clear aims and objectives and the operational plan is extensive. Individual groups are generally well organised. The stable, experienced staff are flexible, friendly and committed. They create a welcoming atmosphere by setting rooms up in advance and greeting children and parents as they arrive. However, sometimes the ratio of qualified staff is not fully met. Individual teams work well together making children feel secure so that they quickly become familiar with routines and are happy and settled. There is a good commitment to personal development through training and this is well supported by management. Staff give good attention to children's safety; they encourage hygiene practices very well and maintain a high level of cleanliness throughout the areas used by the group. There are some opportunities for children to learn about healthy eating, but snacks are not sufficiently varied. Some documentation is missing, and staff knowledge of reporting child protection concerns is limited.

The pre-school is well resourced and children enjoy a wide range of activities, including involvement with the local community. Staff have a good knowledge of individual children. The high ratio of adults to children ensure that individual children and small groups are well supervised. However, the key worker system is not always used effectively, particularly in helping new children to settle. Children are well behaved.

Staff and management are good at developing their relationship with parents. Parents are made to feel welcome and their contribution to the group both as committee members and on rota duties is valued. Parents receive much worthwhile information about the setting through the prospectus, newsletters and notices. Strong informal links are established through coffee mornings and open meetings. A report each term provides information on developmental progress.

What has improved since the last inspection?

Overall good progress has been made in addressing the issues raised at the last inspection. The leader of group two is qualified. Comprehensive risk assessments have been completed and safety is given high priority. The patio is completed and this enables children to participate in out door activities throughout the year. Fire drills are now logged in a book. The complaints procedure includes the Ofsted address so that parents know how to contact the regulator. A separate policy is now in place to cover procedures if allegations are made against a member of staff. Drinking water is available in each play room, although it is not freely accessible to children. A key worker system has been set up. However, is not being effectively implemented.

What is being done well?

- Staff work well as a team. They show commitment to personal development through training and this is well supported by management.
- Staff develop good relationships with children. Children are well supported as there is often a higher than required ratio of adults; as a result children are

happy and enjoy learning.

- Staff place a strong emphasis on safety. They take positive steps, through risk assessment to ensure children are safe and secure, paying particular attention to regularly practising fire drills.
- Children learn about good hygiene practices through well established routines, for example, hand washing.
- Staff make good efforts to develop confidence and self esteem, for example, the daily post system.
- Relationships with parents are very good. They are made to feel welcome and their contribution through rota duties and fundraising is valued.

What needs to be improved?

- the arrangements for vetting staff and committee
- the arrangements for meeting the qualification level at all times
- the procedure for lost children
- the implementation of the key worker system
- the arrangements for providing healthy snacks
- the staff's knowledge and understanding of the procedure for reporting child protection concerns.

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 must take the following actions by the date shown

Std	Action	Date
1	ensure that there are effective procedures in place for checking that staff and committee are appropriately vetted, and that records are available for inspection.	20/02/2004

2	devise a policy for lost children.	20/02/2004
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The Registered Person should have regard to the following recommendations by the time of the next inspection	
Std	Recommendation
2	ensure all staff have appropriate early years qualifications.
2	develop the key worker system to ensure it is fully effective.
8	ensure children have a variety of healthy snacks that regularly include fruit.
13	develop staff's knowledge and understanding of the local procedures for reporting child protection issues.

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

How effective is the nursery education?

Children attending Hanham Toddlers Pre-School are making generally good progress towards the early learning goals.

The quality of teaching is generally good. High adult to child ratios facilitate opportunities for staff to support activities, and children's interaction with staff is relaxed and friendly. There is a clear structure to sessions and children are familiar with the routine. Sessions involve thoughtfully planned activities, centred around themed topics. Planning does not, however, fully and consistently cover all learning intentions. Children's assessments do not effectively demonstrate their progress in all areas of learning. The organisation of activities does not provide sufficient opportunities for children to develop their own ideas and think for themselves.

Leadership and management is generally good. The established staff team is committed to the improvement of care and education for all children and is supported well by the management committee. Within the teams operating each of the groups, staff have a clear understanding of their roles and responsibilities and work well together. However, there is a lack of coordination between the groups in relation to the overall monitoring and evaluation of nursery education.

Partnership with parents is generally good. Verbal feedback is available daily and relationships between staff and parents are good. Parents are provided with a range of useful information about the setting and are given termly progress reports on their children's development. Parents are not involved in their children's assessments.

What is being done well?

- Provision of clear routines in which children feel secure.
- Continuation of positive links with the local community.
- Provision of high adult-child ratios which enable many staff supported activities.
- Flexibility and commitment of the staff team who show commitment to developing practice.
- Ongoing informal links with parents which enable the sharing of general information.

What needs to be improved?

- opportunities for children to use their own initiative, particularly in craft activities
- organisation of large group activities to offer children more meaningful

opportunities to share experiences and listen to others

- assessments to more effectively demonstrate children's development in all areas of learning
- planning to ensure activities consistently impact on all aspects of children's learning and support individual children's learning more consistently

What has improved since the last inspection?

The setting has made generally good progress in addressing two points for consideration made at the last inspection in 1999. The first was to plan and provide more practical opportunities in mathematics. While there are planned opportunities in place during structured activities, spontaneous reinforcement of mathematical language is limited. The use of assessments and planning are not sufficiently detailed regarding all aspects of children's mathematical development.

The second point was to extend parents' awareness of termly plans and links to the early learning goals. There are positive, informal links with parents and good efforts have been made to provide general information about the curriculum. However, parents are not involved in their children's learning plans.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are familiar with the clear routine, which enables them to settle well on arrival. They form cooperative relationships with each other and respond well to staff direction. Children lack opportunities for initiating their own activities and developing independence skills, for example, at snack time. They do not have enough opportunities during group times to share experiences and listen to others.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children recall elements of stories with enthusiasm and show interest in books. They enjoy rhymes and rhythms during songs, which they perform energetically. They link the letter 'D' with the sound 'd' using an effective combination of preselected resources. Children have limited opportunities to express themselves through free writing and mark making. The organisation of activities does not enable children to sufficiently reflect or connect ideas for themselves.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children confidently sing number rhymes and readily count and point to five items. They recognise the circle shaped biscuit tin and are familiar with squares and triangles through established enjoyable daily activities such as the post delivery. Children's use of mathematical language, particularly comparisons and sequencing of size, is insufficiently extended and reinforced during spontaneous play.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children are encouraged to develop an understanding of their local community through activities such as visiting an elderly persons' home. They find out about the cultural beliefs of others including Chinese New Year and Divali. Children's opportunities to explore and investigate materials are limited by the availability and frequency of activities such as junk modelling. They do not have many chances to develop a sense of time and place through meaningful discussion.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children develop good hand-eye coordination when using tools such as playdough cutters. They energetically join in movement to music and combine and repeat a range of movements such as clapping and stamping when singing rhymes. Children have structured opportunities for physical play in large groups, but do not have enough chances to exercise their large muscle skills through regular use of the space and equipment available.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children enjoy singing songs and rhymes throughout the session. They differentiate colours of cups at snack time and their eye colour during an activity. Children have limited opportunities to initiate activities and explore media for themselves, particularly during adult led craft activities. They do not have enough chances to express their own ideas and feelings through role play.	
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

- Increase opportunities for children to initiate activities, explore materials and think for themselves.
- Ensure the grouping of children allows meaningful opportunities for them to share experiences.
- Ensure assessments reflect children's development in all aspects of learning and link closely to the stepping stones.
- Ensure planning is consistent across all groups. and that it contains appropriate detail to cover all learning areas and support individual children's development.

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.