



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 124115

DfES Number: 546196

INSPECTION DETAILS

Inspection Date 17/01/2005
Inspector Name Carol Mansell

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Sheredes Pre-School
Setting Address Sheredes Primary School
Benford Road
Hoddesdon
Hertfordshire
EN11 8LL

REGISTERED PROVIDER DETAILS

Name The Committee of Sheredes Pre-School

ORGANISATION DETAILS

Name Sheredes Pre-School
Address Sheredes Primary School
Benford Road
Hoddesdon
Hertfordshire
EN11 8LL

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

Sheredes Pre- School opened in 1986 and operates from one large room in a purpose built building on a shared site with Sheredes Primary School. It is situated in Hoddesdon in Hertfordshire. A maximum of 24 children may attend the Pre-School at any one time. The Pre-School is open each week day from 08:55 to 11:40, term time only. The children have access to a secure enclosed outside play area.

There are currently 27 children aged from 2 years 10 months to 3 years 5 months on roll, of whom 16 of the children receive funding for nursery education. Children come from a wide catchment area. The Pre-School supports children who speak English as an additional language.

The Pre-School employs 4 staff, 2 of the staff, including the leader hold appropriate early years qualifications. Staff receive on-going training. The Pre-School are members of the Pre-School Learning Alliance. The Pre-School has Qualified Teacher input.

How good is the Day Care?

Sheredes Pre-School provides good care for children. Space and play resources are well organised to meet the needs of the children and a daily routine is in place, which helps them to feel secure. A wide variety of toys and equipment are in place, which are suitable for all areas of child developmental needs. Staff work well together as a team. However, procedures for ensuring the availability of suitably qualified staff at all times, needs to be addressed.

Staff are very conscious of good health and hygiene routines, which promotes the health of children in their care. Staff have a good understanding of their duty to protect the children and training in this area is given a high priority. Staff have a good awareness of potential hazards both inside and outside the provision. However, recording procedures for fire drills needs to be reviewed.

Staff are interested in the children and interact with them throughout their play very

well using language appropriate to their level of understanding. They use positive behaviour management helping the children to learn about sharing and kindness, which encourages appropriate behaviour.

Staff have established good relationships with parents. They ensure they are well informed about the care given to their children and there is a regular exchange of information. Documentation necessary for day care practice is in place and these are shared with parents.

What has improved since the last inspection?

At the last inspection the provider agreed to ensure all staff were vetted, develop an operational plan and develop and implement an action plan setting out how the deputy will achieve the qualification requirements. The provider ensures all staff complete the vetting process and notify Ofsted completing the relevant documentation, the operational plan is in place and all staff are aware of how to implement this. The deputy recently completed a level 2 NVQ and intends to commence level 3 during 2005.

The provider also agreed to conduct a risk assessment on the premises, identifying any actions to be taken, meet any recommendations made by the Fire Safety Officer and seek written permission from parents for seeking emergency medical advice or treatment. The provider conducts a risk assessment of the premises every six months, and a daily check list is completed by staff, the required parental consents are on file, signed by all parents. The provider does not maintain a fire log as she has relied on the school to maintain one for the whole site.

The provider also agreed to develop the equal opportunities policy, ensuring information about the provision and Ofsted contact details are available for the parents, and retaining all records relating to individual children for a reasonable period of time. The provider has achieved these actions by ensuring the equal opportunities policy meets all requirements and a copy is kept on file for staff and parents to read, she has provided information for parents in a prospectus which explains the provision in detail and she has ensured Ofsted contact details are available on the notice board in the cloakroom area for parents to access if they wish. Arrangements are in hand to retain relevant records safely and securely.

What is being done well?

- Staff ensure the space available is used to its full potential and the children are confident and secure in their surroundings moving freely between the different activities. The presentation of toys and activities encourage the children to take part and show respect for the equipment. Staff know the children well and interact with them throughout the session.
- Staff have a good awareness of safety both inside and outside the setting. They provide effective supervision and understand risks and hazards to the children particularly outside where there are different ground levels. There are health and safety policies in place that provide the staff, children and

parents with clear guidelines for the promotion of children's health and safety whilst attending the group. Staff have a clear awareness of the signs and symptoms of possible abuse and know who to contact for advice and help. On-going training with regards Child Protection is a high priority.

- The Pre-School provides a good range of appropriate activities that are interesting and stimulating and enjoyed by the children. They play enthusiastically with the good selection of toys and equipment both indoors and outside. Staff implement the 'golden rules' of behaviour, which are understood by the children and are gently encouraged on a regular basis. They value and encourage good behaviour through positive interaction, reinforcement and a consistent approach.
- Staff have fostered positive relationships with parents who are welcomed into the Pre-School and are relaxed and at ease. Staff are friendly and approachable they share information on a regular basis and provide newsletters and notices to keep parents informed of the care and activities. Parent comments on Ofsted questionnaires are positive and complimentary.

What needs to be improved?

- the retention of a fire log, relevant to the Pre-School which meets any recommendations made by the Fire Safety Officer
- the procedures for ensuring that staff are suitably qualified and experienced to work with 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.)

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 suitably qualified and/or experienced to work with children
6	Ensure a fire log is maintained and meets Fire Safety Officer's recommendations

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 Sheredes Pre-School is of good quality overall. Children are making generally good progress towards the early learning goals.

The quality of teaching is generally good. Staff plan a variety of activities, showing an understanding of what children can learn. However, they have limited knowledge and understanding of the Foundation Stage. Staff have built warm relationships with the children. They foster feelings of security and build the children's confidence. Children behave well and respond appropriately to directions from staff. Staff use the large hall very well to encourage children's physical development, introducing new skills such as rolling balls and hoops. Staff encourage children to listen and speak and they communicate confidently. They are offered some opportunities to develop their independence but this is limited in craft resources and opportunities to explore self chosen activities. Children's assessments are in place. However, these do not provide a clear and systematic record of children's progress.

The leadership and management of the pre-school is generally good. The leader has close relationships with her staff and they work well together as a team. They verbally communicate daily about the activities. The leader has a practical understanding of the Foundation Stage and her planning offers opportunities in most areas of learning. However, there is not yet a rigorous system in place to monitor and evaluate the quality of teaching.

The partnership with parents is generally good. Parents spend time talking informally to staff about their children and are well informed about forthcoming themes and topics. Parents receive some information regarding the six areas of learning but this is not extended to include the Foundation Stage as a whole.

What is being done well?

- Children's physical skills are promoted very effectively through a stimulating range of indoor and outdoor activities and equipment.
- Children's personal, social and emotional development is well fostered. This enables the children to feel settled, happy, secure and confident in their setting. Children are learning to share and play co-operatively. They are aware of the routines and know what is expected of them.
- The development of children's communication and listening skills. Children are confident speakers and listen well to stories and directions for games and activities.

What needs to be improved?

- staff's knowledge and understanding of the Foundation Stage in order to provide an effective learning environment for the children in all areas of learning.
- the use of children's assessments to keep an accurate record of their progress and achievements
- the monitoring and evaluation of the quality of teaching
- Parental information regarding the Foundation Stage and their children's progress to enhance their children's learning at home.

What has improved since the last inspection?

Not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are happy and confident in their environment. They are able to form relationships with staff and their peers. They are learning to share and work co-operatively together. Staff praise and encourage the children. This impacts positively on their behaviour and self-esteem. Staff are deployed effectively within the setting supporting the children's learning. Although the children do have some opportunities to increase their independence skills these are limited.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

The children enjoy books in large and small groups and listen to stories with attention and concentration. They are keen communicators who are well supported by all members of staff. Children are beginning to recognise the first sounds of their names, and are encouraged to recognise that print has meaning by the use of labels within the provision. However, there are limited opportunities for children to describe their own achievements such as, describing the models they have made.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children's knowledge of shape and number is encouraged by staff at registration time and throughout the session. Children confidently count using number songs and rhymes. They are beginning to count independently during activities and support is given to those who are less confident. Although children are introduced to new concepts such as heavy and light, with one child confident enough to state 'it's heavier, because it's bigger'; there are few opportunities to explore this further.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children confidently explore different textures in their play and set activities. They experience change with colours when using the 'spinner' to create paintings. They are curious about the changes and use simple language to describe what is happening. Their growing awareness of past and present is enhanced by the photo board showing them as babies. They confidently talk about past experiences and show a knowledge of their local area. But their experience of ICT resources is limited.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children use a range of equipment both inside and outside to develop large motor skills. They confidently run, jump, balance, roll, pedal and negotiate available space using the outdoor area and the large hall. They have many opportunities to use one handed tools such as scissors, paint brushes and pencils. Additional support is given if necessary by more able children as well as by staff members. However, there are limited opportunities for children to develop fine finger movements.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children enjoy joining in with ring games and movement sessions. They are animated singers and enthusiastically join in with familiar songs. One child happily sang familiar songs to herself as she played. The children use their imaginations during a range of familiar role-play experiences and use resources imaginatively, involving adults and friends in their play. However, there are limited opportunities for children to explore and experiment with craft resources at will.

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 staff's knowledge and understanding of the Curriculum Guidance to the Foundation Stage and use it effectively to help children to make progress in all areas of learning
- develop a suitable system to keep an accurate record of children's progress towards the early learning goals and use these to inform future planning
- introduce a rigorous system to monitor and evaluate the quality of teaching
- expand the partnership with parents by formalising the information provided about the Foundation Stage and providing a consultation time to share the children's progress and achievements to enhance their learning at home.

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.