



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 322039

DfES Number: 535542

INSPECTION DETAILS

Inspection Date	28/10/2003
Inspector Name	Dawn Lumb

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	NEW LIFE PRE-SCHOOL PLAYGROUP
Setting Address	42 George Street Wakefield WF1 1DL

REGISTERED PROVIDER DETAILS

Name	The Committee of NEW LIFE PRE-SCHOOL COMMITTEE
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ORGANISATION DETAILS

Name	NEW LIFE PRE-SCHOOL COMMITTEE
Address	42 George Street Wakefield WF1 1DL

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

New Life Pre School Playgroup opened in 1976. It operates from a main room within the church in the centre of Wakefield. The group serves the local community.

There are currently 62 children from 2 to 4 years on roll. This includes 32 funded 3 year olds, there are no funded four year olds. Children attend for a variety of sessions. The setting currently children with special educational needs.

The group opens five days a week during school term times.

Sessions are from 09:00 until 16:00 hours.

Five staff work with the children. Over half the staff have early years qualifications to NVQ Level 3. 1 staff member is currently working towards a NVQ level 2. The setting receives support from a teacher from the Early Years Development and Childcare Partnership (EYDCP) and the Pre School Learning Alliance (PLA)

How good is the Day Care?

New Life Pre School Playgroup provides good quality care for children it is well organised effective. Efficient systems are in place which supports good staff deployment, training and ratios. staff are knowledgeable and have a clear understanding of their roles and responsibilities. Good induction of staff, students and volunteers ensures children are protected and supervised appropriately.

The indoor accommodation is spacious and attractively presented with children's work well displayed, the small outdoor area is used effectively to promote children's physical development and their knowledge and understanding is enhanced through everyday experiences. Documentation is effective however the staff attendance records do not contain full details.

Good hygiene procedures ensure children and staff promote health care and good standards are maintained, high standards in safety are established. Staff are vigilant and children are well supervised both inside and outside the premises, safety checks

are used on a daily basis and risk assessments promote children's safety. Management and staff actively seek support and guidance from external agencies to enhance knowledge and understanding in order to promote children's welfare and meet individual needs.

Children are enthusiastic and enjoy participating in a wide variety of purposeful activities, a very good range of resources are well presented, organised and stored to promote independent access. Staff interaction is very good and highly supportive to enhance children's learning and development.

What has improved since the last inspection?

At the last inspection an action plan was required to state how the damp in the toilet area would be addressed, the action plan has been fully carried out and the outside walls have been tanked to eliminate further damp and the toilets have been decorated and tiled, ensuring better hygiene protection for children.

What is being done well?

- The accommodation is spacious and resources are attractively presented incorporating, planned and continuous purposeful play opportunities which the children enjoy. The organisation of wide and varied activities ensures self selection, stimulation and interest is sustained.
- The friendly but professional attitude of management and staff which made parents and children feel welcome and confident when approaching them.
- The value placed on the information given by parent's in relation to their children's needs.
- The way in which support and guidance is sought from other agencies in order to enhance care and learning for children with special educational needs.
- The good range of resources and equal opportunities activities which ensure children develop an understanding of a multi-cultural society.
- The highly organised, effective and efficient systems in place to promote staff development and to ensure staff understand their roles and responsibilities.
- High health and safety standards and staffs vigilant approach ensures the protection and supervision of children within and outside the setting.

What needs to be improved?

- the information to include greater detail of staff attendance times;
- the strategies to promote good behaviour management at home-time.

Outcome of the inspection
Good

CONDITIONS OF REGISTRATION
<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
<i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i>

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
11	organise home time to incorporate strategies which work effectively in promoting children's behaviour.
14	enhance the current good practice by recording staff's attendance times in greater detail.

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

How effective is the nursery education?

New Life Pre School Playgroup are making very good progress towards the early learning goals particularly in the core areas of communication, language and literacy, mathematical and personal social and emotional development. They also make very good progress in knowledge and understanding of the world, physical development and generally good progress in creative development.

The quality of teaching is very good ensuring children acquire new knowledge and skills, develop ideas and increase their understanding. Staff challenge and inspire children and methods used enable all children to learn effectively, children's pace of learning and developmental ability is taken into account. Staff have a clear understanding of the stepping stones and the effective use of planning is evident in the very good range of resources and first hand experiences offered within the setting and surrounding environment.

Good leadership and management ensure clear direction is given. The development of the pre-school and the staff is given high priority, management are efficient in motivating and deploying staff and this has a positive effect on children's learning. Good systems are in place to monitor and evaluate the effectiveness of the setting. Training is valued and staff are given the opportunity to extend their knowledge.

Partnership with parents is excellent. Relationships are well established and parents are provided with a broad range of good quality information about the setting, educational provision and particularly about children's progress, through newsletters, notice board, consultation evenings and daily verbal exchanges and there is confidential access to individual development files and progress reports. Good opportunities are available for parents to be involved in their child's learning.

What is being done well?

- Staff place strong emphasis on developing the children's language and literacy skills, and mathematical understanding. Opportunities for children to practice early writing skills is given and there are good opportunities to develop number recognition through the use of resources, activities and staff intervention.
- Space available is utilised to its full potential. Activities and resources are independently accessed by the children encouraging investigation and exploration.
- Good partnerships are established with parents which effectively supports the children's progress and parents receive good quality information about the educational provision they are well aware of their child's key worker and are encouraged to share information, many parents show interest and

enthusiasm in how the nursery operates and how they can be involved in promoting their child's progress.

- The quality of teaching and assessment is very good; this positively contributes to the good progress made by the children towards the achievement of the early learning goals.

What needs to be improved?

- Children's opportunities to be able to more freely access design technology for their own purpose;
- Children's overall access to mark making materials.

What has improved since the last inspection?

The information for parents has improved significantly. They are fully informed about their child's attainments, the early learning goals and planning. The presentation and resources for technology and scientific investigation is well established. There is support from a teacher deployed through Early Years Development and Child Care. They have actively sought multicultural resources and books are promoted well. This has had a positive impact on children's overall learning and particularly in language and literacy.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are very confident and secure in their environment. They show good skills of concentration and the ability to work independently, children respond positively to staff and approach them freely, expressing their own needs and views, they are showing an awareness of caring for living things and their environment, they are beginning to develop a sense of community and celebrate birthdays and events from around the world.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children are able to link sounds to letters and can name the alphabet. They develop early reading skills as they recognise own names, some words and are beginning to read simple books. Adult support and good activities promote development of pencil control and early writing skills, but mark making opportunities overall are limited. Children enjoy books and handle them correctly, know that text carries meaning and is read left to write. They are developing language for their own communication.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children confidently count to 5 and more able children to 10 and beyond. Through practical activities and discussion children are developing an understanding of early subtraction. They show increasing ability to compare groups of objects and can sort items of different size and shape, more able children are recognising and writing numbers confidently to 9. Good practical use of number lines promote recognition, number ordering and early addition and subtraction.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children's knowledge of the environment in which they live is developed by a very good range of activities and outings. They talk confidently about themselves, family events and are beginning to differentiate between past and present. They are aware of their own and other cultures. They have good opportunities to develop an awareness of living things and objects through planned practical activities and outings, eg: growing tomato plants and sunflowers and visits to the garden centre.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move with confidence and have very good body control and co-ordination supported by a range of large apparatus for example, when using the climbing frame. They have good control when handling small tools and equipment eg. mark making, using scissors and playing imaginatively. They demonstrate a good awareness of space and increasing confidence when outside and when using large apparatus.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
<p>More able children are very confident in expressing real and imaginary experiences in role play. They enjoy singing songs and exploring sounds they make with percussion instruments. They move with good control when using ribbons for dance. Children use their senses to good effect when feeling different textures to create collage also whilst moulding and shaping materials such as sand and play dough. However opportunities to freely access design technology for their own purpose are limited</p>	

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- Points for consideration ;
- Increased children's opportunities to be able to more freely access design technology for their own purpose.
- Increased opportunities for children to access mark making materials.

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.