



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 253567

DfES Number:

INSPECTION DETAILS

Inspection Date 30/05/2003
Inspector Name Anne Barnsley

SETTING DETAILS

Setting Name Metherringham Pre-School
Setting Address The Village Hall
Lincoln
Lincs

REGISTERED PROVIDER DETAILS

Name The Committee of Metherringham Pre-School Committee

ORGANISATION DETAILS

Name
Address

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

Metheringham Playgroup opened in 1967. It operates from the village hall in Metheringham. The hall is a shared building although the group has the sole use of the premises during playgroup hours. The playgroup serves the village of Metheringham and other villages in the surrounding area. The group offers 2 sessions each day for a maximum of 30 children between the age of two and a half and five years. There are currently 68 children on roll. Of these children 19 are funded three year olds and thirteen are funded four year olds. Children attend for a variety of sessions. The playgroup is able to care for children with special needs. The playgroup opens each day during school term time at 9.00am until 11.30am and again at 12.30pm until 3.00pm. The playgroup has joint leaders both of whom are qualified and one of whom will always be available on a supernumerary basis. There are 6 members of staff, all of whom have qualifications or are undertaking training . The playgroup is a registered charity and is committee run. The playgroup has a close partnership with the local school and has teacher support from the EYDCP. The playgroup is implementing the High Scope approach to learning as part of their educational practice.

How good is the Day Care?

The day care provision is very well organised. All staff are vetted and have appropriate qualifications and training opportunities. The provision is well resourced with a good range of age and stage appropriate furniture and equipment. The rooms are spacious and well set out to meet the needs of the children. Records are current and comprehensively maintained. Staff have a good awareness of safety issues and implement effective policies that ensure the safety of children, staff and visitors. Staff promote good health and encourage children to learn about positive hygiene practices. Procedures are in place for notifying parents if children become sick. Children choose when they wish to have a snack. The playgroup has introduced a café in which children can interact with each other and are responsible for clearing away their utensils. Children have a choice of snacks which includes different fruits. The playgroup operates an equal opportunities policy and promotes positive images of our society. Staff have undertaken special needs training and high staffing ratios

enable staff to work on a one to one basis if it is considered to be in the best interest of a child. All staff participate in Child Protection training and are aware of the correct procedures to follow. Staff plan a broad and varied programme of learning and maintain a daily routine that children are familiar with. Children are able to plan for themselves and organise how they wish to spend their time within this routine. Children can self select resources and there is good adult support for challenging activities. Staff have high expectations regarding children's behaviour and manage this effectively. There is an effective partnership with parents. Parents are kept well informed and are invited to comment on their child's progress in termly reports.

What has improved since the last inspection?

There were no actions at the last inspection. The playgroup has had a new kitchen installed. New termly reports have been introduced and are sent home to keep parents informed about their child's progress.

What is being done well?

The playgroup has a good management structure and is well organised. Staff ratios are high. There is an effective appraisal system in place and a good training policy that is accessed by all members of staff. All staff have a first aid qualification and all participate in child protection training. (Standard 1, 2, 13). Staff interaction is of a very high standard and children's behaviour is managed effectively. Staff plan a broad and varied programme of learning that is stimulating and fun. Children have a good balance of free play and adult focussed activities. The playgroup is well resourced and good use is made of space. (Standards 11,3,4,5). The playgroup works in partnership with parents and has good information to keep them informed. Termly progress reports are sent home and parents are invited to comment on their child's learning. (Standard 12). Record keeping is of a high standard and all policies are read by staff and available for parents. (Standard 14).

What needs to be improved?

To consider further developing the system for the regular exchange of information between parents and staff e.g. parents evenings or open days. (Standard 12).

Outcome of the inspection

Good

WHAT NEEDS TO BE DONE NEXT?

The Registered Person must take the following actions by the date shown

Std	Action	Date
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The Registered Person should have regard to the following recommendations by the time of the next inspection

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

How effective is the nursery education?

Metheringham Pre-school offers high quality nursery education where the children enjoy learning through a wide range of stimulating activities. Effective teaching supports children in their learning and enables them to make very good progress towards the early learning goals. Teaching is very good. The children benefit from the staff's sound understanding of the early learning goals. The effective planning ensures that the children are provided with interesting and practical activities in all areas of learning. Clear assessment records are maintained detailing children's individual progress. The staff have formed very good relationships with the children and clearly know each child well and demonstrate a good understanding of individual needs. Staff have high expectations for children's behaviour and manage this well. Children are praised and all efforts are recognised as achievements. Leadership and management is very good. The success of the setting is due to the commitment and strong team work of committee, staff and manager. There are good systems in place for monitoring the effectiveness of the provision, with all staff sharing the responsibility for this. The pre-school is very committed to developing and improving standards of care and education within the setting and support this with their proactive approach towards undertaking ongoing training. The partnership with parents and carers is very good. Parents are well informed about the pre-school and are provided with good quality information about the setting and its provision. Staff ensure that parents have excellent opportunities to contribute to their child's learning and have regular access to their achievement records so that they may discuss these with key workers. Parent information supports that parents are happy with the progress their child is making and the level of support they receive from the staff.

What is being done well?

Staff's sound understanding of the needs of individual children ensures that realistic challenges are set that will progress children appropriately. Children's personal social and emotional development is very good. Children are confident, sociable and are forming caring relationships with each other and the staff. Staff work very well as a team and organise the sessions to ensure that the children derive the maximum learning potential. Children have very good opportunities for self initiated creative learning.

What needs to be improved?

There are no significant weaknesses to report but consideration should be given to the following: Continue to develop an effective system for evaluating activities, ensuring that the purpose of the activity, the resources needed, the person responsible and outcome are clearly identified.

What has improved since the last inspection?
The pre-school has made very good progress since the last inspection. All points to consider have been successfully addressed. The pre-school organised a sponsored balance to raise money for a new climbing frame and balancing beam. These are used regularly and in addition children are taken whenever possible to the local park. A mobile art and craft unit has been purchased. This is very well resourced and children use it freely and constantly throughout the session.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	
Judgement:	Very Good
Children are happy and settled. They enjoy learning and are interested in the wide range of stimulating activities which are provided. They display high levels of concentration, good manners and behaviour. Children are learning to form caring relationships with peers and staff and share and help each other. Children demonstrate a good understanding of the need to work together harmoniously and help tidy away at the end of their play. Children share well and take turns.	
COMMUNICATION, LANGUAGE AND LITERACY	
Judgement:	Very Good
Children are confident writers and are developing their skills through planned activities and self initiated writing. They have good opportunities to mark-make. They are learning to link sounds and letters and many children can recognise individual letters of the alphabet. Children are confident speakers and use language well to communicate views, ideas, needs and feelings.	
MATHEMATICAL DEVELOPMENT	
Judgement:	Very Good
Children are learning to use mathematical language to question, describe and compare in every day situations. They can solve practical problems and discuss the best way with peers. Most children can reliably count up to ten and beyond and can recognise numerals. Children can identify shapes, sizes and amounts and can apply their knowledge to general activities.	
KNOWLEDGE AND UNDERSTANDING OF THE WORLD	
Judgement:	Very Good
A wide range of practical and interesting activities are provided. Children are confident to investigate, explore and to use equipment in innovative ways. Children have very good opportunities to design and construct self initiated objects and to use materials creatively. Children have good exposure to topics that introduce them to other countries, cultures and beliefs. There are good resources available to extend children's general knowledge of the world and how things grow and live.	
PHYSICAL DEVELOPMENT	
Judgement:	Very Good
Children move confidently and safely around the pre-school environment. They show a good understanding of spatial awareness. Children are developing their fine and gross motor skills well and can use large and small equipment with increasing skill.	
CREATIVE DEVELOPMENT	
Judgement:	Very Good

Children are learning to explore colour, texture, shape and form through a varied programme. They are confident and can describe changes that take place and express their feelings about these changes. Children make very good use of creative materials and use resources in interesting ways. Children use their imagination well during role play and act out every day experiences. Children have good exposure to music and movement and can use musical instruments well.

Children's spiritual, moral, social, and cultural development is fostered appropriately:	Y
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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
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There are no significant weaknesses to report but consideration should be given to improving the following: Continue to develop evaluations to clearly show the objective of the activity , the resources needed, the person responsible and the outcome.

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.