



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 509191

DfES Number: 512726

INSPECTION DETAILS

Inspection Date 14/07/2003

Inspector Name Kay Rutter

SETTING DETAILS

Day Care Type Sessional Day Care

Setting Name LITTLE STARS PRE-SCHOOL

Setting Address Headstone Lawn Tennis Club, Hillfield Close
Woodberry Avenue
Harrow
Middlesex
HA2 6AU

REGISTERED PROVIDER DETAILS

Name MRS Kirti JOBANPUTRA

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

Little Stars Pre-School opened in 1994. This group operates in the main hall of a single storey building, rented from the Headstone Lawn Tennis Club. The pre school serves children from the local community.

There are currently twenty seven children on roll. This includes eight funded three year olds and two funded four year olds. Children attend for a variety of sessions. The group supports eleven children who speak English as an additional language.

The group opens five days per week during school term times. Sessions are from 9.10 a.m. until 12.55 p.m.

Five staff work with the children, most of whom hold relevant qualifications. This group is a member of the Pre-School Learning Alliance and has links with the Early Years Development Partnership.

How good is the Day Care?

The standard of care is satisfactory overall.

Most staff have relevant childcare qualifications. There is an operational plan in place, however, this does not consider staff deployment. All staff work directly with small groups of children at activities, but children who are not involved in these activities are not usefully occupied which results in examples of unwanted, disruptive behaviours.

The premises is not purpose built, there is a good standard of cleanliness and children are generally safe, however, there are safety issues to attend to. The outdoor area is unsafe, and the inefficient staff deployment creates opportunities for children to leave the building unsupervised and gain access to the car park and the road beyond it. Positive action is taken when potential special needs are identified and there is a working knowledge of child protection. There is good access to drinking water.

A stimulating range of activities is planned to encourage development in all areas but not at an individual level, these activities are not always evident in practice. The range of activities offered do not hold the children's interest for the entire session. Children who participate in activities are generally well behaved and well supported. For children who choose not to participate there are very limited opportunities to make decisions, choices, explore or investigate which leads to undesirable and disruptive behaviour. Management of behaviour is not consistent and practice does not always correspond to the groups policy.

Parents are greeted warmly and welcomed into the premises. A range of written information is available to parents but little information is gathered from them about their children's needs or how they wish their children to be cared for.

What has improved since the last inspection?

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What is being done well?

- Relevant childcare qualifications for most staff. (Standards 1 & 2)
- All staff work directly with the children. Children who participate are generally well supported during activities. (Standard 2)
- Wide range of resources available and stimulating activities planned. (Standards 3 & 5)
- Good standard of cleanliness. (Standard 4)
- Good access to drinking water at all times. (Standard 8)
- Positive action taken when potential special needs are identified. (Standard 10)
- Behaviour generally good when children are occupied and interested in activities. (Standard 11)
- Warm welcome for parents and children. (Standard 12)
- Working knowledge of indicators of child abuse or neglect and understanding of child protection recording and reporting procedures. (Standard 13)
- All required documentation for the efficient and safe running of the provision are in place. (Standard 14)

What needs to be improved?

- staff deployment;
- provision of stimulating and planned activities;
- opportunities to select resources, make decisions and explore freely;
- planning opportunities to meet individual developmental needs;

- safety of the outdoor area and exposed plumbing in the ladies toilet;
- understanding of the impact of very hot weather on children's well-being;
- snack time;
- information to assess children's needs;
- inclusion of all children;
- behaviour management;
- information to demonstrate how parents wish their children to be cared for.

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
6	ensure the premises and outdoor play area are secure and children are not able to leave unsupervised	01/09/2003

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

Std	Recommendation
2	include in the operational plan proposals to effectively deploy staff to promote the safety, welfare and development of children at all times
3	organise resources to improve access for children, and provide a programme of stimulating, age appropriate activities throughout the session
3	use observations to plan the next steps in play and learning for individual children
6	ensure staff are responsive to children's welfare in all weathers
8	provide a snack time that is enjoyable to all children

9	obtain information from parents to ensure care given meets children's individual needs
10	consult with parents about their child's identified needs prior to seeking advice from outside agencies
11	create an environment which encourages good behaviour, through a behaviour management procedure which is age appropriate and understood by all staff members

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

How effective is the nursery education?

Little Stars Pre School is providing a level of nursery education where there are some significant weaknesses. Children are making generally good progress in their knowledge and understanding of the world, physical and creative development. But there are significant weaknesses in personal, social and emotional development, communication, language and literacy and mathematical development.

The quality of teaching has some significant weaknesses. Behaviour management is poor. Staff do not have a consistent approach in managing disruptive behaviour. There were many incidents of children losing concentration during group times and being allowed to disrupt the group. Staff do not have a sound knowledge of the foundation stage. Written long and short term plans are detailed and cover all 6 areas of learning but these plans are not followed or understood. Staff's understanding of how to combine the assessments of children's progress with the early learning goals is poor.

The management team provide a supporting role to staff, providing some guidance and advice. The Manager and deputy have undertaken courses on the foundation stage and filter information back to the staff. Monitoring of staff's understanding is inconsistent and unreliable. The organisation of the group and the deployment of staff is poor and has a considerable effect on the teaching of 3/ 4 years olds.

Partnership with parents is generally good. The setting is very welcoming and parents receive regular feedback on their child's progress, both verbally and written. Parents receive regular newsletters to keep them updated and encourage them to become involved in their child's learning.

What is being done well?

- Children are confident and work cooperatively together in small groups, sharing and taking turns.
- Children are confident in the use of computers, being able to follow simple programmes.
- Staff provide generally good opportunities for the children to learn about people, cultures and beliefs.

What needs to be improved?

- the staff's understanding of developing consistent boundaries for behaviour management;
- the staff's knowledge and understanding of the foundation stage and assessments to provide sufficient challenges and opportunities;

- the effective deployment and organisation of the staff group;
- resources being accessible for children to select and use independently.

What has improved since the last inspection?

Improvements since in the last inspection are poor.

Managers have undertaken training in the foundation stage but staff lack understanding of the practical application and children are not being sufficiently challenged in all 6 areas of learning.

Assessments have been developed but these need to be consistent and understood by all staff.

Written information on long and short term plans is detailed.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Significant Weaknesses
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Children make limited progress in this area. Children work well together in small groups, taking turns, sharing and negotiating. They are generally interested and confident in selecting available resources, for example during free play sessions. However, there are significant weaknesses in children's behaviour, during large group times and with structured work. Children lack interest and become disruptive, running around and not listening to instruction.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Significant Weaknesses
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Children are making limited progress in this area. They are generally confident speakers and engage in conversations with each other. Children make marks and practise writing for a variety of purposes. However there are significant weaknesses with children unable to sustain attentive listening during singing/story times. Children do not have valuable reading experiences and are not encouraged to enjoy books. There were lack of opportunities to develop older children's vocabulary.

MATHEMATICAL DEVELOPMENT

Judgement:	Significant Weaknesses
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Children are making limited progress in this area. Children are confident in counting, comparing and shape recognition but they are not encouraged to develop & extend mathematical ideas and problem solve, such as guessing & estimating. There are lack of opportunities to support children's understanding of addition and subtraction.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children make generally good progress in this area. Children are confident in the use of computers. Being able to follow simple programmes. Children learn have opportunities to develop an awareness of cultures & beliefs. There is lack of opportunities for children to extend their designing and making skills.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children make generally good progress in the area. They are confident and well coordinated using the available outdoor equipment. However, outdoor play tends to be unstructured and lacks challenge for older children. They show proficiency in handling small tools and materials. They have an understanding of staying healthy and the importance of good hygiene.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children make generally good progress in this area. They express their ideas through activities such as role play, painting and with play doh. However, there are lack of opportunities for the children to independently experiment and explore with a wide range of different medias and materials.	
Children's spiritual, moral, social, and cultural development is fostered appropriately.	

OUTCOME OF THE INSPECTION

The provision is acceptable but has some significant areas for improvement. Children progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- Staff need to develop consistent boundaries for dealing with behaviour management.
- Staff need to have a thorough understanding of the early learning goals.
- Improve assessments so they clearly identify what children need to do next in their learning.
- Effectively deploy and organize the staff group so that staff have a clear understanding of their roles and responsibilities.
- Resources need to be accessible for children to select and use independently.

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.