



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 221885

DfES Number: 581860

INSPECTION DETAILS

Inspection Date 22/11/2004
Inspector Name Susan Patricia Foulger

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name New Road Pre-School
Setting Address New Road County Primary School
The Pre-School Mobile, New Road, Whittlesey
Peterborough
Cambridgeshire
PE7 1SZ

REGISTERED PROVIDER DETAILS

Name The Committee of New Road Pre School 1019345

ORGANISATION DETAILS

Name New Road Pre School
Address NEW ROAD COUNTY PRIMARY SCHOOL
THE PRE-SCHOOL MOBILE, NEW RD, WHITTLESEY
PETERBOROUGH
CAMBRIDGESHIRE
PE7 1SZ

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 Road Pre-school opened in 1985. It operates from a mobile classroom on the site of the primary school. It is situated in Whittlesey, Cambridgeshire. A maximum of 18 children may attend the pre-school at any one time. The pre-school is open each weekday from 9:00 to 11.30 a.m. and 12:30 to 3:00 p.m. term time only. The children have access to a secure enclosed outdoor play area.

There are currently 32 children from 3 to under 5 on roll. Of these 23 receive funding for nursery education. Children come from the local catchment area. The pre-school currently supports two children with special needs but there are none who speak English as an additional language.

The pre-school employ five staff all of whom hold an appropriate early years qualification or who are working towards it.

How good is the Day Care?

New Road Pre-school is a committee run pre-school which provides a good standard of care for children aged three to five years. The overall organisation of the pre-school is strong although there are a few minor changes and additions needed to bring the paperwork totally in line with the National Standard Guidance.

The staff and committee work as a close team who support and encourage each other.

Safety is important and children are well supervised at all times whether indoors or outside. Child protection procedures are in place.

Children are encouraged in good hygiene practices but these are not always monitored effectively. Most records and policies promoting the children's health are in place. All staff are qualified in first aid.

The quality of care and learning for children is very effective. The pre-school is well equipped and children are able to self select most of their toys which is encouraging

self confidence and initiative. Children with special needs are welcomed and included enthusiastically.

Staff set clear boundaries about what is right and wrong so the children have a clear understanding of what is expected of them.

Relationships with parents and carers is especially good.

What has improved since the last inspection?

At the last inspection in 2002, the pre-school was asked to initiate a visitors book. This is hung on the notice board in the lobby and visitors are asked to sign it as soon as they enter the building.

What is being done well?

- Children's individual needs are met through planned activities and play situations that help to develop their emotional, physical, social and intellectual capabilities. The quality and variety of activities offered is rich and stimulating and the children are happy and keen to participate.
- There is a very good range and balance of toys and activities, which are of a high standard and the children are able to select and make some choices for themselves.
- The staff's relationship with the children is excellent. Children are happy and confident in their care and the staff are good role models. The staff and committee are a close, well matched team who value and support each other.
- The pre-school staff have a good understanding of equal opportunity practice and resources are reasonable. The staff are pro-active in seeking out more resources to display positive images. Children are encouraged to respect differences and have positive attitudes to each other.
- The group have an inclusive policy and trained and experienced staff who ensure that all children can participate at a level appropriate to their needs. The children with special needs who attend the pre-school are valued and included.
- Behaviour management is very good. Children behave well and respond positively to the adults. Explanations are always given and praise and encouragement is used at all times to which children are very responsive. Children are encouraged to share and be kind to each other.
- Relationships with parents and carers are very successful. Verbal communications daily, regular newsletters, termly reports and the parents notice board, keep them well informed of their child's progress. Parents are very complimentary and value their child's care highly.

What needs to be improved?

- staff induction procedures and appraisals
- hygiene practices

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
2	Develop and introduce an induction procedure and appraisal system for the staff
7	ensure good hygiene practices are re-enforced regarding hand washing

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 New Road Pre-school is of high quality. Children are making very good progress towards the early learning goals.

The quality of teaching is very good. Themes and activities are well planned and children's different levels of attainment are acknowledged. Through the key working system each child has a record of progress and termly written reports are given to the parents to take home and comment on. Staff work very well together. They offer the children appropriate praise and encouragement and build easy and trusting relationships. The play environment reflects the children's immediate and wider horizons in a meaningful way. Staff use positive behaviour strategies; clear explanations are given and children respond well to boundaries imposed. Children with special needs are welcomed. Staff liaise closely with parents and appropriate agency workers to support their needs.

The quality of leadership and management is very good. The pre-school is committed to ongoing improvements. Staff work very well as a team. The pre-school is able to assess its own strengths and weaknesses constructively and they have responded well to the point for consideration raised at their last inspection. Staff and committee work well together. Staff are well qualified and attend further training on a regular basis to update their knowledge. The pre-school are welcomed in the primary school and are able to use some of their facilities.

The partnership with parents is very good. Relationships between staff and parents are warm, friendly and inclusive. Parents receive clear and detailed information. They are familiar with the early learning goals and the aims of the pre-school. They are encouraged to help in the pre-school in many ways and seen as partners. They are positive and complimentary about the setting.

What is being done well?

- Children are confident and outgoing as a result of a well planned curriculum and good teaching methods. Children are praised and encouraged frequently and respond very positively. They feel valued and accepted for their individuality and uniqueness.
- In spite of the drawbacks to the building, the programme offered for children with special needs is very effective. Staff work hard to give them the best possible care and include them at every opportunity.
- The relationship with parents is excellent. The staff see them as valuable partners in the care of their children and involve them as much as they can. Parents are kept well informed, especially through the attractive information sheets about the week's activities. They think very highly of the pre-school

staff and find them very approachable.

What needs to be improved?

- Opportunities for further development in mathematics and communication, language and literacy
- opportunities for more child led creativity

What has improved since the last inspection?

At the last nursery education inspection, the pre-school were asked to consider the children's ongoing access to their names to support writing and play activities. The pre-school now have a magnetic display board where the children's name cards are displayed daily. They are consequently used in a variety of activities to encourage them to recognise and copy their names.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children form strong relationships with the staff and each other. They are confident, happy and settle well in the setting. Independence is fostered. E.g. children pour drinks and visit the toilet on their own.. They are encouraged to take turns and share. They develop good concentration skills and adults help and support their play appropriately. The children's behaviour is very good. They are developing a good sense of community through learning about their environment.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children listen, join in and respond with enjoyment to stories and songs. Speaking and listening skills are well fostered. Children are linking sounds to letters, can recognise their names and some are beginning to write them. Key labelling around the room is good, but not always in the appropriate case. Children are given regular opportunities for mark making. They are able to use books to locate information.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Mathematical understanding is well promoted. A good range of mathematical activities are provided to incorporate numbers, calculation and shapes. Children sort, match and recognise shapes and patterns. Adults re-enforce counting and mathematical language at every opportunity. Children are beginning to show an elementary understanding of addition and subtraction. The completion of the daily weather chart re-enforces their knowledge of numbers.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children take part in a varied selection of activities and topics which helps them to explore and investigate their own world and other cultures. Walks to the local nature reserve and around the school field encourage them to look at nature. They also plant sunflowers and bulbs and feed the birds. Visitors to the pre-school extend the children's knowledge . They are able to design, build and construct using a range of materials and tools.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children have opportunities for movement, climbing and balancing both inside and outside. The children have a good awareness of personal space and are beginning to demonstrate control and co-ordination. They enjoy using a wide range of resources, tools and equipment; and show increasing skills in fine motor control. They are recognising the changes that happen to their bodies when they are active.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children are given valuable opportunities to explore texture, colour and shape in two and three dimensions through a range of planned and free activities where they can develop their imaginations and creativity. Sometimes the activities can be too adult led. The role play area is varied frequently and is very effective in allowing the children free rein with their imaginations. Music is used in one form or another on a daily basis.

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
- Further extend activities in relation to communication, language and literacy and mathematics to extend the children's skills.
- Ensure that creative activities in relation to exploring media and materials are more child led.

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.