



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 109086

DfES Number: 517082

INSPECTION DETAILS

Inspection Date 26/01/2004
Inspector Name Abigail Langmead

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Sparklers Pre-School
Setting Address Peatmoor Community Primary School
Pepperbox Hill, Peatmoor
Swindon
Wiltshire
SN5 5DP

REGISTERED PROVIDER DETAILS

Name The Committee of Sparklers Pre-School

ORGANISATION DETAILS

Name The Committee of Sparklers Pre-School
Address Peatmoor Community Primary School
Pepperbox Hill, Peatmoor
Swindon
Wiltshire
SN5 5DP

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

Sparklers Pre-school opened in 1990.

It operates from two rooms and toilets from Peatmoor Community Primary School. The nursery serves the wider area.

There are currently 52 children from two to five years on roll. This includes 24 funded three-year-olds and 13 funded four-year-olds. Children attend for a variety of sessions.

The group opens five days a week during school term times. Sessions are from 09:15 until 11:45 and 12:15 to 14:45.

Four part-time staff and one full-time member of staff work with the children. Two have early years qualifications. One member of staff is currently on a training programme. The setting receives support from a teacher/mentor from the Early Years Development and Child Care Partnership.

How good is the Day Care?

Sparklers Pre-School provide good quality care for children.

The organisation of the group is good. Staff are suitably recruited and vetted and are able to undertake training on a regular basis. Most policies and procedures are well written and understood by staff. Systems to support parent helpers are particularly effective. Registration systems show clearly when staff, children and visitors are present. Staff have created a stimulating environment for children to learn through the use of displays. The entrance area is particularly well organised to welcome parents. All records and policies are in place and most are well kept.

There are good systems in place to keep children safe. Fire evacuation is carried out periodically and recorded appropriately. Risk assessments identify potential hazards and are regularly reviewed. Staff are vigilant regarding the room security and access. Staff promote children's health well by regularly prompting them to wash

their hands. All staff are suitably first aid trained and there are good systems in place for the administering of medication. Children are provided with a range of healthy snacks and have regular access to water. Staff have a good understanding of equal opportunities and provide a wide range of resources that reflect culture, race, gender and disability. There are good arrangements to support the special needs of children. Staff have a good understanding of child protection issues.

Children are provided with a pleasing range of resources that promote most areas of development well. Staff effectively observe and record children's progress. Children enjoy their play and are well stimulated. Staff help children to make progress by asking appropriate questions. Most resources are accessible to children. Children behave well and staff are positive role models.

Parents are provided with good quality information about the setting and their children's progress, including good access to policies and procedures.

What has improved since the last inspection?

At the last inspection the group were asked to keep a fire log and maintain a record of significant incidents.

Staff record fire evacuation practises in detail and any incidents are noted and signed by parents. Good progress has been made resulting in improved health, safety and record keeping for children.

What is being done well?

- Staff use a wide range of positive methods to manage the children's behaviour. Consistent and clear boundaries result in children behaving well and understanding what is expected of them.
- The setting provides good quality information to parents about the setting and their children's progress. Staff have created a welcoming and informative entrance area for parents and children. Parents are well supported by staff to be involved in the pre-school through the parents rota.
- Staff have good health and hygiene practises and make the good health of children a priority throughout the daily routine e.g. regular hand washing, wiping tables.
- Staff are very vigilant regarding the safety of children. Access to the premises is well monitored enabling children to move around safely.
- Staff and children enjoy positive and trusting relationships. Staff support children well during activities and question them appropriately to help their learning.
- Staff have a good understanding of policies and procedures and are well supported to develop their knowledge and skills.

What needs to be improved?

- the recording of accidents
- the written statement regarding special education needs
- children's access to creative resources.

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
10	Improve the statement of special educational needs with reference to current legislation and guidance, indicating how children with special needs will be included within the setting.
14	Ensure that accidents are recorded confidentially and signed by parents and carers.

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

How effective is the nursery education?

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals.

The teaching of children is generally good. Staff have a good understanding of the early learning goals. They regularly observe, record and assess the children progress.

Staff and children have positive and trusting relationships. They provide very good role models for the children who behave well with limited prompting. Staff have a good understanding of special educational needs. Individual Education Plans are well written.

Planning for children's progress does not sufficiently cover all areas of learning, indicate what children will learn and differentiate for different ages and abilities. Some activities lack sufficient challenge for older children. The outdoor area is not planned adequately to help children to develop a range of large muscle skills. Indoor resources are not always organised and planned to help children to be self-sufficient.

The leadership and management of the setting is generally good. Staff work well together as a team and have a clear understanding of their roles and responsibilities. They are able to contribute towards the improvement of the setting through regular meetings and training.

Not all areas of Foundation Stage are sufficiently covered due to gaps in planning. There is limited evaluation of the provision.

The partnership with parents is generally good. Parents are provided with good quality information about the setting including a pleasing display. There are regular opportunities for parents to share what they know about their child. There is limited information provided to parents about the specific learning expected from activities, and how parents can be more fully involved with children's learning at home.

What is being done well?

- Children and staff have positive and trusting relationships. Staff provide very good role models to the children who behave well.
- Children use language to express ideas and feelings with confidence. They initiate conversation with others and listen well.
- Children are developing emergent writing skills well. They use small tools with increasing control.

- Children enjoy looking at books and handle them carefully. The book club is effective in developing children's enthusiasm.
- Children have a good awareness of their local community and different cultures and beliefs. Staff give children regular opportunities to talk about their home and family within the session.

What needs to be improved?

- opportunities for children to link sounds and letters.
- the range of tools and materials for children to independently self-select to construct and use their imagination.
- opportunities for children to develop calculation and problem solving skills.
- use of the outdoor space to help children develop a wide range of large muscle skills.

What has improved since the last inspection?

At the last inspection the group were asked to:

provide more opportunities for the children to have hands-on experience of simple technology to support their learning; and

continue to develop the plans and the records of children's progress, so that the wording more closely relates to the criteria for the desirable learning outcomes.

Children are able to access some IT equipment e.g. calculators and cameras. However, children do not have regular access to the computer.

The wording has now changed but records are based upon children's progress towards the early learning goal's. Although plans are linked generally to the six areas of learning they do not specify the learning intentions of activities.

The group has made generally good progress since it's last inspection.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children show increasing confidence in selecting resources and persist for extended periods in a chosen activity. Children separate well from parents and carers and initiate interactions with others. Children behave well in the setting and understand the boundaries set by staff. There are some opportunities for children to develop independence at snack time but these are not extensive.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children use language for communicating with confidence. They initiate interactions well and listen appropriately. Children enjoy listening to stories e.g. they enjoyed Pete and Polo's farmyard adventure on the day of inspection and they handle books carefully. Children manipulate tools with increased control and some children are able to form recognisable letters. Children do not have regular opportunities to link sounds and letters and use writing to record and communicate purposefully.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children count well and have many opportunities to use number in their play. They sing songs involving numbers. They understand the concepts of position and size and have a good knowledge of shapes which are used in their play materials. Children do not have regular opportunities to compare numbers, or to develop an understanding of addition and subtraction through practical activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have a good understanding of features of their local community and are developing a good sense of time. Children explore and investigate patterns and examine change. They are aware of significant events and of different beliefs and cultures. Although children have some access to ICT, this is not extensive e.g. children do not have regular access to the computer. Children are not able to access a wide range of tools and materials to construct with on regular basis.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children negotiate space well both indoors and outdoors. They have a good awareness of health and body and understand well the importance of hygiene in promoting good health. There are limited opportunities for children to develop large muscle skills and move in a range of ways, including to express feelings. Children do not use outdoor space as part of planned activities.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children are able to use an adequate range of resources to construct and explore. They enjoy singing favourite songs and use role play to express their imagination. Children have few opportunities to independently select from a wide range of creative resources to express their imagination. Although children do have some opportunities to explore music, rhythm and sound, the topic is not extensive.

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

- Key issues
- Provide regular, planned opportunities for children to link sounds and letters and decide where and when children will be given opportunities to develop their calculating skills.
- Extend children's opportunities for independence and spontaneous creative play, using a variety of different media and materials.
- Improve the planned use of the outdoor area to ensure that children are able to develop a wide range of large muscle skills.

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.