



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 251517

DfES Number: 515745

INSPECTION DETAILS

Inspection Date	16/03/2004
Inspector Name	Julie Ann Birkett

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Henley Pre-school Centre
Setting Address	Church Meadows Henley Ipswich Suffolk IP6 0RP

REGISTERED PROVIDER DETAILS

Name	The Committee of Henley Pre School Centre 1028129
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ORGANISATION DETAILS

Name	Henley Pre School Centre
Address	Henley Community Centre Church Meadows Henley Ipswich Suffolk IP6 0RP

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

Henley Pre-school Centre opened in 1986. It operates from one large room within the community centre. The group serves the local and wider areas.

There are currently 39 children from 2 years to 5 years on roll. This includes 15 funded 3 year olds and 14 funded 4 year olds. Children attend for a variety of sessions. Currently there are a small number of children attending who have special needs.

The group opens five days a week during school term time. Sessions are from 09:00 until 11:45 on Monday, Wednesday and Friday, with an option for children to attend a lunch club until 12:45. There are also afternoon sessions on these days running from 12:45 until 15:30. Parents are able to choose a combination of these sessions with some children attending all day. On Tuesday and Thursday the sessions are from 09:00 until 11:45.

Six part time staff work with the children. Four members of staff have childcare qualifications. Two members of staff are currently working towards a recognised early years qualification. The setting receives support from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Henley Pre-school Centre provides good care for children.

The setting is well organised, operating to clear aims and objectives set out in their operational plan. Although there have been recent changes to staff, the support and commitment of the remaining staff, committee and parents has ensured there has been little impact on the quality care offered to the children. Children are secure and happy. Staff have to clear the room away daily but set up screens, hanging displays and interest tables each day to provide an interesting environment for the children. Resources are of good quality and used effectively. Children can access much of the equipment from storage units giving them choice and supporting materials in their

own play and learning. Documentation is in good order.

The premises are secure and there is a risk assessment to minimise accidents occurring. Policies and procedures to protect children are in place and include when children are ill, have accidents, have special dietary requirements or allergies. Records are maintained in good order. The register does not show the times of the children's attendance.

Qualified and experienced staff plan and provide a wide range of purposeful activities. Staff are actively involved with the children, they ask questions and encourage the children to listen, think and offer their own solutions. Children build good relationships with staff and treat each other and resources with respect. Children's behaviour is excellent. Confidence and independence is fostered through everyday opportunities and meaningful praise. Children have good self esteem and respond well to new challenges.

Partnership with parents is good. Parents receive good quality information about the group and are regularly updated through newsletters and the notice board. Daily communication between staff and parents is open and friendly. An active parent helper rota enables parents to experience first hand their child's day at the setting.

What has improved since the last inspection?

Since the last inspection the behaviour management policy has been updated to include how any incidents of bullying will be dealt with. This ensures that all staff, volunteers and parents can manage this behaviour consistently and appropriately should it occur. The address of Ofsted has been included in the complaint procedure so that any parents can contact the regulatory body with their concerns. The child protection statement has been updated to include procedures to be followed in the event of an allegation being made against a member of staff. This inclusion ensures that all staff, volunteers and parents are aware of the procedures to be followed should such an incident occur.

The kitchen is sited outside the secure room used by the setting. A risk assessment for the use of the kitchen has been made to ensure that if staff or volunteers use this facility there is no impact on the security of the room used by the group. Staff monitor the door carefully throughout the sessions and all staff and volunteers ensure that the door is bolted behind them if they leave the room. It has been decided that the kitchen will not be used for cooking activities but that these will be carried out in the playroom.

At the last inspection the staff discussed their concerns regarding the community centre being used as a post office and any potential threat to the security the children. A fire officer's visit was planned to take place with regard to further security measures being taken. However the post office no longer operates on the premises and therefore the risk had been removed and a visit is not required.

What is being done well?

- Interaction between staff and children is very good. Staff ask meaningful questions which encourage the children to think and offer solutions to problems. As a consequence children are motivated and interested in their play and learning and want to know about what, why, when, where and how.
- Staff encourage the building of children's confidence and independence through providing them with attainable goals, for example a member of staff responded to a child's struggle to remember something by suggesting two answer options. The child was able to choose the right answer and was very pleased. Children are encouraged to be the helper, take messages, pour drinks and make suggestions. Children are confident, articulate and have good self-esteem.
- Staff provide good support for children with special needs. They plan and use effective strategies to enable children to participate in the range of activities available, for example sitting with the child to help them focus on group stories. They devise and use simple games for example a colour and transport card hunting game, where learning could be reinforced at the child's level and in a fun way.
- Partnership with parents is very good. Parents are provided with good quality information about the group and are regularly updated through newsletters and the notice board. Daily communication between staff and parents is open and friendly. There is an active parent's rota which enables parents to be involved in their children's experience of an early years setting.

What needs to be improved?

- daily attendance register
- provision of further accessible equipment and 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
5	Further improve the range of accessible equipment and resources so that children have an even wider selection to choose from to support their own play and learning.
2	Ensure that the system for registering children's attendance shows the hours of attendance.

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

The quality of teaching is very good. Staff provide a welcoming environment where children benefit from a breadth of planned activities which enable them to make very good all round progress. Staff support and guide children's learning throughout the sessions. They make regular observations of the children and record their progress. Staff have a thorough understanding of what the children enjoy and what they already know. They use this information to inform the planning for individual children's development. Children are engrossed in their play and learning because they are interested and challenged. Staff and children have a good rapport and all work together in good humour. Children's behaviour is excellent in response to the high expectations, consistent and caring management by all staff.

Leadership and management is very good. The committee demonstrate a good understanding of its responsibilities with some members actively involved in the setting through the parent helper rota. Committee and staff meet regularly to identify and act upon any identified areas for improvement. Despite recent staff changes staff maintain good working relationships.

The partnership with parents is very good. Home and setting links are formed initially by parents completing an information sheet about their child before they start. Parents have access to quality information about the setting and its policies and procedures. The prospectus and displays inform parents about the foundation stage and how children can learn through play. Newsletters go home half termly which include the next planned learning intentions so that parents can support children at home. Parents are active in the setting through the helper rota. Parents contribute to the children's assessment records.

What is being done well?

- The broad range of activities, material and resources provided for children to explore and investigate. For example using torches on different surfaces such as shiny paper, using woodwork tools, looking at emerging butterflies emerging from the chrysalis.
- The use of music in the setting. Children have music sessions everyday but these are varied to sustain interest. Children sometimes use simple rhythm sticks to tap along to a song, select their favourite instruments, visit the centre's orchestra, explore a range of instruments from around the world. They listen to a wide range of music for example classical pieces where they dance along with ribbons or after listening they are encouraged to capture their feelings and ideas through painting. This provides children with a good understanding of rhythm, an important pre-reading skill but also an

awareness of music for enjoyment.

- The provision of first hand experiences that are meaningful to children. For example the children studied a tank of spiders and then made detailed observational drawings of them. A parent came into the group to talk about the Muslim faith and children tasted different food, looked at different fabrics and clothes. Many of their experiences they record through graphs, artwork and construction or retell through role play.
- The everyday opportunities for number recognition and counting. Children see number in the setting all the time being used in a practical way, for example labels on the apron stand, on the name board and during number rhymes. Activities such as fishing for numbered fish reinforces this recognition during play. Children count when playing i.e. checking that the hand print had 5 fingers, that there were 6 drawn strawberries.
- Staff act as scribes i.e. writing down what the children have said about their artwork. This is a good role model to children in learning letter formation and that writing and words have meaning.

What needs to be improved?

- There are no key issues to report, but consideration should be given to improving the following:
- the further improvement of the curriculum planning to include more effective planning for the use of the outside area

What has improved since the last inspection?

There were no key issues identified at the previous inspection but one point for development was raised. This was to extend the already good programme for knowledge and understanding of the world by providing opportunities for the children to conduct experiments that encourage them to question how things work. The group have collected together a range of equipment and materials in an 'investigation box' which enable children to look at how things work at first hand. Daily activities such as magnetic blocks, water wheels, dough pattern making machines, computer, listening station and factual books are always available to children. Children are curious about their activities and ask questions about how and why, for example a child investigated a clip folder mechanism and later compared how that worked to the clipboard she used.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy and settled. They concentrate well and take pride in finishing a task for example an observational drawing of a giraffe. They share and take turns as they play with the dough or wait in line for the computer. They show good independence skills when taking responsibility for their lunch boxes and managing their coats. They are aware of their own needs and feelings and show concern towards others. Children learn about the wider world through many activities and experiences.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident and enthusiastic speakers and express their ideas as they play, talking about real and imagined experiences. They listen well and respond to songs and stories with enjoyment. Children use the book corner to choose favourite stories and to seek information. They learn letter sounds, learn to recognise their own names with more able children learning simple words. Children are encouraged to write and form letters correctly as they write their names on their own work.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children recognise and name numerals and use numbers as they count one another, play dice games and sing number rhymes. Children match, sort, compare size and order with a wide variety of material and resources. They learn about weight, volume and capacity as they fill buckets of sand and water. Children begin to understand simple addition and subtraction while they sing rhymes like 5 little snowmen. They confidently solve number problems like how to divide 2 pieces of banana for 3 children.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children find out about living things as they plant bulbs, observe minibeasts and visiting animals. They comment on change when they look at the weather, make pancakes, and talk about the past and present. They build during craft activities and free play with construction kits. Children use tools well as they cut, shape and join for example play dough and the woodwork bench. Children use the computer well. They benefit from visits out into the community and from visitors to the group.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children notice the effects of exercise on their bodies when they are hot after running around outside. They develop a good sense of space while riding on wheeled toys or choosing somewhere to sit at story time. They move with awareness of others and in different directions when dancing with the ribbon sticks or just running and skipping outside. Children demonstrate good hand eye coordination when using a wide range of tools and equipment such as rollers and cutters, scissors and pencils.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children show good imaginative skills as they play with the train set and dolls house. They take part in drama and role play activities. They explore the range of materials available to paint, draw and make models and collages. They join in with singing and remember a range of songs and actions rhymes. They explore a wide range of instruments and use these effectively to follow a rhythm. They use all their senses as they take part in cooking and food tasting activities.

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:

- There are no key issues to report, but consideration should be given to improving the following:
- review the curriculum planning to further improve planning for the outside area to ensure that this area offers effective play opportunities and experiences for the children and that appropriate resources are available to support their play and learning when playing outside

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.