



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 301168

DfES Number: 518023

INSPECTION DETAILS

Inspection Date 15/06/2004
Inspector Name Ann Coggin

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Mowden Pre-School Group
Setting Address c/o Mowden Infant School
Bushel Hill Drive
Darlington
County Durham
DL3 9QG

REGISTERED PROVIDER DETAILS

Name The Committee of Mowden Pre-School Group 1064873

ORGANISATION DETAILS

Name Mowden Pre-School Group
Address c/o Mowden Infant School
Bushel Hill Drive
Darlington
County Durham
DL3 9QG

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

Mowden Pre School is a committee run pre school which was registered in September 1996. It operates from a classroom within Mowden Infant School. The pre school serves the local and surrounding communities. The pre school is registered to provide sessional care for 18 children aged between three years and under five years. There are currently 37 children aged from three years to five years on roll of which there are 10 funded three year olds and 27 funded four year olds . Children attend for a variety of sessions. There are children with special needs and who English as an additional language attending.

The pre-school opens five days a week during school term times. Sessions are from 09:05 to 11.35 and 12:40 to 15:10.

Eight permanent staff work with the children and there are two members of staff currently working towards childcare qualifications.

The pre school receives support from the local authority and is working Towards the Quality Kite Mark Scheme..

How good is the Day Care?

Mowden Pre School provides good quality care for children with some very good aspects. The setting is well organised and staff work well together as a team to provide a warm and very welcoming environment for children, parents and visitors. Clear policies and procedures ensure that children are cared for in a safe and stimulating environment. Staff are committed to further training and to developing their practice.

Staff place a high priority upon children's safety both inside the building and when playing outside. Positive steps are taken to prevent accidents. Good hygiene practices are in place to prevent the spread of infection and to raise children's awareness of personal hygiene. Staff have a good awareness of children's nutritional needs and provide a range of healthy snacks. Staff have a positive

approach to managing children's behaviour and children respond well to their calm and consistent manner. Children are very well behaved. Staff have a clear understanding of child protection and policy includes all relevant procedures.

Children are provided with a very good range of interesting, stimulating and enjoyable activities and resources offered to the children cover all areas of children's development. Activities are well planned and the quality of teaching is very good. Resources are organised well so that children can make choices and develop independence. Staff meet children's individual needs through positive interactions that enhance self-esteem and develop confidence. All children are valued and included at all times.

Partnership with parents is very good. Well-maintained, detailed documentation and regular verbal communication keep parents well informed about all aspects of their children's care, achievements and progress. Most documentation is in place.

What has improved since the last inspection?

not applicable

What is being done well?

- Behaviour is managed very well. Children respond positively to consistent handling and there is a strong emphasis on respect and consideration for others.
- Partnership with parents is very good. effective systems are in place for the sharing of information and all parents are warmly welcomed into the setting.
- Trusting relationships have been built between staff and children and adults are interested in what children say and do and respond to them appropriately.
- The quality of teaching is very good. Activities are well planned, interesting and stimulating and promote all areas of learning.
- Staff are committed to further training and to developing their practice.

What needs to be improved?

- documentation to ensure children's times of arrival and departure are clearly recorded.

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	Ensure register clearly records children's times of arrival and departure.

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

How effective is the nursery education?

Mowden Pre-School Group provides high quality nursery education which gives a good foundation for future learning. Children learn in a friendly and caring environment and make very good progress towards the early learning goals.

The quality of teaching is very good. Staff have a secure understanding of children's learning. This allows them to create a rich and challenging learning environment and enables them to plan an interesting and appropriate range of activities which provide good challenge for three and four year olds. They make effective use of a range of quality resources and provide a good balance of child initiated and adult directed activities. Staff value children's contributions and encourage them to express their ideas. Effective systems provide good support for children with special needs and for those who speak English as an additional language. Staff have high expectations of behaviour and as a result children behave very well. Activities are carefully planned and presented in an enthusiastic manner. Plans ensure that children are offered experiences in all areas of learning. Staff make detailed observations of children to assess what they can do. Assessment records are clearly linked to the stepping stones, give a clear picture of progress and inform future planning.

Leadership and management are very good. The manager and deputies value the individual skills and strengths of the staff. The annual appraisals, regular meetings and observations on good practice are effective in monitoring the educational provision. Staff are committed to ongoing professional development through training.

The partnership with parents and carers is very good and effective in promoting children's learning. Parents receive clear information about how children learn as well as what they will be learning and how well they are doing. Good systems are in place which effectively encourage parents to share information and be involved with their child's learning.

What is being done well?

- The manager values the skills of her staff and good leadership ensures continual improvement through a commitment to staff development.
- Relationships between staff, children and parents are very good. This helps children to feel safe and confident.
- Effective teaching engages and sustains children's interests and efforts. Staff set challenges that increase children's thinking skills in all areas.
- Children's personal, social and emotional development is very good. They are confident, interested and eager to learn. Behaviour is very good.
- Three and four year olds are given good opportunities which develop their speaking and listening skills. Numeracy skills are also developed effectively.

- Children are given very good opportunities to learn and understand about the world in which they live.

What needs to be improved?

- the opportunities for children to begin to recognise changes to their bodies when they are active through everyday routines
- the organisation of the book corner to assist opportunities for children to access books independently

What has improved since the last inspection?

The Pre-School has made very good progress in addressing the three key issues which followed the previous inspection.

Partnership with parents has been developed. Parents have access to children's records regularly and they are now encouraged to share information in a more focussed way. Parents are clear about their child's attainment and progress through opportunities at formal and informal meetings with staff. Children's assessment records are discussed clearly and parents have opportunities to contribute to assessment records. Their comments are valued and included on children's records. This system results in parents being involved in children's learning and contributes to their overall development.

Planning was also an issue at the last inspection. It was recommended planning should be streamlined to make it more manageable. Planning is now very clear and manageable. It clearly indicates the learning objectives and is understood by all staff members.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children have formed good relationships with adults and their peers. They are able to work as part of a group and understand taking turns and sharing. They settle quickly and engage enthusiastically in activities. Children show high levels of perseverance and concentration. Three and four year olds behave well and they have a good awareness of the boundaries set and behaviour expectations in the setting. Children demonstrate good skills in independence and display a positive self image.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children communicate confidently and initiate conversations with children and adults. They are able to listen to what others are saying. Children understand the purpose of writing and are given good opportunities to practise their writing skills for a variety of purposes. Children are able to link sounds to letters. Some four year olds and three year olds are able to name and sound letters of the alphabet. Children learn to recognise and write their own name.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children receive very good opportunities which help them learn about shape, space and measure. They can follow simple patterns and make up their own. Most children can confidently count reliably beyond ten and can recognise the written number. Children keenly attempt to solve simple problems and confidently make suggestions using mathematical language.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are given very good opportunities to understand about the world in which they live. They extend their knowledge well through investigating and exploring objects and living things. Children have good opportunities to learn about their own and different cultures and beliefs through well planned activities. Children can construct purposefully and can use simple tools and techniques competently. Children show skill as they complete computer programmes and use simple technology.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently with increasing control and skill and demonstrate good spatial awareness. They have very good hand and eye co-ordination using tools and materials appropriately. Children show increasing confidence as they climb and negotiate obstacles. Children are developing an awareness of how to stay healthy and healthy eating through a range of activities.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children experience a wide range of opportunities which help them explore media and materials. They express their ideas freely through a range of activities and use their imagination confidently. Children enthusiastically join in songs from memory and are given opportunities to express their feelings through dance and explore sounds with musical instruments and movement to music.

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 following this inspection but the following points should be considered.
- develop the opportunities for children to begin to recognise the changes in their bodies through everyday routines
- develop the organisation of the book corner to encourage children to access books 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.