



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 256762

DfES Number: 518605

INSPECTION DETAILS

Inspection Date	10/03/2004
Inspector Name	Margaret Elizabeth Roberts

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Eye Pre-School
Setting Address	Eyebury Road Eye Peterborough Cambridgeshire PE6 7TD

REGISTERED PROVIDER DETAILS

Name	The Committee of Eye Pre-School Committee 256762 1020097
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ORGANISATION DETAILS

Name	Eye Pre-School Committee
Address	Eyebury Road Eye Peterborough Cambridgeshire PE6 7TD

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

Eye Pre-school opened in a new mobile in 1997 . It operates from one room in a mobile building in the grounds of the local school. The pre-school serves the local area.

There are currently 57 children from 2 to under 5 years on roll. This includes 31 funded 3 year olds and 11 funded 4 year olds. Children attend for a variety of sessions. The setting does not currently support children with special needs or who speak English as an additional language.

The group opens 5 days a week during school term times. Sessions are from 09:15 until 11:45 and 12:30 until 15:00 Monday to Friday.

Three part-time and three full-time staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. There are no staff currently working towards a recognised early years qualification. The setting receives support from a teacher/mentor from the Early Years Development and Child Care partnership (EYDCP).

How good is the Day Care?

Eye Pre-school provides a good standard of care for children. The group have ensured that all staff have been vetted in accordance with Ofsted standards. Staff are experienced, qualified and caring, who have a clear understanding of their roles and responsibilities helping the provision to meet the children's individual needs. The premises are warm and welcoming for children and the provision has the necessary facilities to provide a range of activities to promote children's development. There is appropriate, accessible equipment to provide the children with a stimulating environment, which promotes their independence. Documentation supports the successful management of the group and records help staff to meet the children's individual needs.

The good deployment of staff and secure premises ensures children's safety. Good

hygiene practices are in place to promote children's health. Staff are aware of children's dietary needs and nutritious snacks are served to promote children's health and development. Children are treated with equal concern and their needs are met effectively. The children's welfare and safety is supported by the settings policies and procedures that are followed if abuse or neglect is suspected.

Children's individual needs are met through planned activities and play situations that help children to develop their emotional, physical, social and intellectual capabilities. Resources and planned topics reflect our diverse culture and staff ensure that all children can participate at a level appropriate to their needs. Staff set consistent boundaries for children which results in their good behaviour.

Staff work with parents to support the children by welcoming them into the setting and valuing their contribution through information sharing.

What has improved since the last inspection?

At the last inspection the group were asked to amend and update several procedures with regard to their record keeping. This has now been implemented and all record keeping now meets the necessary standards.

What is being done well?

- The planned activities and play opportunities that provide a stimulating and accessible environment that is warm and welcoming to meet the needs of all children and promote their development.
- The attitude and commitment of staff who are deployed well and have a clear understanding of their roles and responsibilities.
- The information sharing with parents to build good relationships.

What needs to be improved?

- the staffing policy to include the appointing and induction of new staff

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
14	review and amend the staffing policy to include the appointing and induction of staff

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 Eye Pre-school is very good. It enables children to make very good progress towards the early learning goals in all areas of learning.

The quality of teaching is very good. Staff have a good understanding of the Foundation Stage, they plan a broad, balanced purposeful curriculum that includes a range of activities and experiences to promote children's learning in all areas and helps them to progress towards the early learning goals. Assessment records are detailed and show what children know and understand; they include the next steps of learning and the children's progress towards the early learning goals. Staff support children in their play and learning giving consistent boundaries and respect for children who respond positively to adults within the setting. They take time to listen to children and encourage them to ask questions extending their learning through language and communication. Staff provide a well organised, interesting and attractive learning environment that provides children with sufficient challenge and stimulating activities.

The leadership and management of the pre-school is very good. Staff work well as a team, the supervisor is supportive and ensures that each member of staff is aware of the task they are to be involved in and what the children are expected to learn. Staff evaluate each session and use this information to improve the care and education of children.

The partnership with parents is very good. Positive relationships are formed through communication and information sharing, which staff value and use to help children progress. Parents are provided with good quality information giving full details of the setting and staff encourage them to be involved in their child's progress by working closely together, suggesting activities they may like to try at home.

What is being done well?

- The children's progress towards the early learning goals in a well organised and interesting environment, that provides children with sufficient challenge and stimulating activities.
- The planning which provides a broad, purposeful curriculum.
- The commitment of key personnel to support staff ensuring that they work well together as a team and know what is expected of them.

What needs to be improved?

- the continuation of improving the educational programme

What has improved since the last inspection?
The group have made good progress towards the key issues from the last inspection. Maths has been brought into everyday situations such as regular counting. Planning now includes learning objectives, targeted children and evaluation. Opportunities are given for children to associate sounds through music and rhyme. Staff have also undertaken further training in these areas.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are confident, independent and have positive attitudes to both staff and peers. They play well together, sharing and taking turns, seeking out others to play with. Children separate happily from parents and have a sense of belonging, hanging up their belongings and choosing freely from activities. They are very well behaved and kind to others and living creatures. Children enjoy self chosen challenges sustaining interest for periods of time, taking pride in their work.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children listen and talk to each other and initiate conversations. They respond to simple instructions and listen attentively to stories being able to recall them, knowing that pictures often tell a story. Children enjoy rhythmic activities and are able to recite poems. They link sounds to letters and give meanings to marks such as "this is my name " or "I am writing a letter". Some children are able to form recognisable letters and are able to read their names.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children show an interest in number and can confidently count to 10 and beyond. They join in with number songs and recognise groups of more than one. They know that the three candles on the cake represent their age. Children have begun to do simple calculation and are able to compare the two lines of children, saying which line has more. Children talk about shape through practical activities such as the play dough and space topic, describing the moon as a crescent.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children show curiosity when examining the land snails, picking them up and feeling their shells. They enjoy using their senses when playing with natural and man made materials such as the sand, foam and corn flour mix. Children use tools safely and for a purpose, building with construction materials to enable the marbles to run freely. They have opportunities to use the computer and use the 'mouse' to draw and complete simple programmes. They learn of our diverse culture through planned topics.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children have free access to outdoor play and equipment. They move spontaneously and with ease avoiding obstacles. They are able to run, march, kick and throw balls. Children are beginning to have an awareness of space and try to give others room to join an activity. With support they show an awareness of healthy practices, such as the washing of hands. They show an increasing ability when handling and operating equipment using their manipulative skills.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children enjoy exploring different media, they see what happens when colours are mixed and express themselves freely in artwork. They engage with enjoyment in musical activity, which includes repeating sound patterns with musical instruments. Children's imaginative skills are developing through their role play, working alongside others engaged in the same theme playing co-operatively together. Children show interest in what they feel and see often describing the texture descriptively.

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 significant weaknesses to report but consideration should be given to the following:
- continue to maintain and improve the educational programme.

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.