



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 205723

DfES Number: 594052

INSPECTION DETAILS

Inspection Date	06/07/2004
Inspector Name	Pauline Garfield

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Ulceby Pre-School Playgroup
Setting Address	St Nicholas School Church Lane Ulceby North Lincs DN39 6TB

REGISTERED PROVIDER DETAILS

Name	The Committee of Ulceby Pre-School Playgroup
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ORGANISATION DETAILS

Name	Ulceby Pre-School Playgroup
Address	St Nicholas School Church Lane Ulceby N Lincs DN39 6TB

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

Ulceby Pre-school Playgroup opened in 1992. It operates in a building within the grounds of the Ulceby Primary School. The playgroup serves the local community and surrounding villages.

There are currently 35 children from 2 to 5 years on roll. This includes 19 funded three year old's and 10 funded four year old's. Children attend for a variety of sessions. Three children have special needs and there are no children who speak English as a second language.

The group opens five days a week during school term. Sessions are from 09:15-11:45 Monday to Friday and 12:55-15:25 on Tuesday afternoon. The rising fives can attend the Tuesday afternoon session.

Six staff and one relief worker work with the children. Two have early years qualifications and two have nearly completed training programmes. The setting receives support from a teacher from the Local Authority.

How good is the Day Care?

Ulceby Pre School Playgroup provides good care for children aged from 2 years to 5 years old. Sessions are planned and organised by the experienced staff team. Staff interact effectively with children to support their learning and development in most areas.

Policies and procedures are available and implemented effectively. Induction policies are well considered and all staff have a clear understanding of their role. They conduct risk assessments for each area used by the group and emergency procedures are well considered.

Staff interact with the children, they know the children well and effectively support learning and development. They provide positive role models, offering praise and encouragement for children to be helpful in everyday routines.

The pre school has very good support systems in place for children with special needs and their families. Partnership with very parents is good. Parents are well informed about the group's policies and procedures and receive information via a registration pack, information booklet and parents notice board. Staff work in partnership with parents. Policies and procedures are in place and records are stored securely.

What has improved since the last inspection?

A procedure for the safe conduct of outings.

Permission slip from parents for administering medication.

Written record of medication.

Ofsted's details added to complaints procedure.

What is being done well?

- Staff interact well with the children and each other. They have good procedures for the induction of students on placement.
- Support systems are in place for children with special needs and staff work effectively with parents and other professionals to meet the needs of the child very well.
- Relationships with parents are very positive, they appreciate how staff have been extremely understanding, patient and both beliefs and wishes are respected.

What needs to be improved?

- non collection of children policy to include if a child is lost.
- accident and medication records to be dated by parents.
- display complaints procedure.

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	adapt the policy for non collection of children to include if a child is lost.
7	parents to date accident and medication records.
12	display the complaints procedure.

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

How effective is the nursery education?

Ulceby Pre School Playgroup offers good provision overall. Children are making generally good progress towards the early learning goals. Provision for their knowledge and understanding of the world, creative development and physical development is particularly well planned and they make very good progress in these areas.

The quality of teaching is generally good. The staff are enthusiastic and work well together to provide an interesting curriculum. Staff focus competently on most areas of learning with some gaps in personal, social and emotional development, communication language and literacy and mathematical development. Staff manage children's behaviour very well, they praise, encourage and support children's achievements. There are very good systems in place to support children with special educational needs.

The leadership and management of the group is very good. The Manager offers supportive leadership and encourages staff training and development. She recognises the strengths and weaknesses of the setting and is committed to improving the service provided in particular the routine of the day and planning. Staff work well together and are effectively deployed around the room.

Parents are provided with good quality information about the nursery and demonstrate satisfaction with the provision. Parents are offered informal opportunities to discuss children's progress, however there are no formal meetings. The nursery is well supported by an outreach teacher from the Local Authority.

What is being done well?

- Children with special needs are included in all activities. Staff find out all they can about children's specific needs. They work in partnership with parents, carers and outside agencies to ensure children gain as much as possible from activities.
- Staff interact well with the children to support their needs they are enthusiastic and work well together to provide an interesting curriculum.
- Staff manage children's behaviour very well, they praise encourage and support children's achievements.

What needs to be improved?

- planning children's independence in the routine of the day
- further opportunities to develop communication language and literacy and mathematical development.

- formal information for parents to contribute to their children's progress towards the early learning goals.

What has improved since the last inspection?

Generally good progress has been made since the last inspection. More resources are available to ensure the children have the opportunity to respond to a wider range of cultural and religious festivals.

Activities are planned to foster children's health and body awareness and monitoring systems have been updated.

Home link activities are provided and parents are encouraged to discuss their children's progress. However, there are no formal meetings for parents to discuss their children's progress towards the early learning goals.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children have a positive approach to new learning and show high levels of involvement in an activity they are interested in. Children separate from main carer with support and make good relationships with adults and each other. They respond well to boundaries and are beginning to manage their own behaviour. Children are developing good social skills and independence, however children are not able to have independence and self select at snack time and at group activities.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children listen and respond to simple instructions enabling them to develop an understanding of language. They ask simple questions using 'what' and 'where'. Children enjoy using books on a one to one basis and in groups, showing an interest in print both in books and the environment. Some children can ascribe meanings to marks but they have limited opportunities to attempt writing for a purpose. They do not link letters to sounds.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children show an interest in number and counting and willingly count up to ten. They join in with number rhymes and songs and are beginning to develop an awareness of number, shape and pattern. Children do not have regular opportunities to compare and calculate and use mathematical vocabulary.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children show curiosity, explore and observe objects. Children have an interest in the world they live in and show a sense of time. They can use everyday tools for a purpose and know how to operate simple equipment some competently, independently or with assistance from an adult. Children express feelings about a significant personal event.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move safely, freely with pleasure and confidence both indoors and outdoors. They show good self control and spatial awareness. Children are able to use their bodies to competently slide and negotiate obstacles. They are able to mount steps using alternative feet. Children show awareness of good hygienic practices. They engage in activities requiring hand eye coordination.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children are beginning to differentiate colours. They use their bodies to explore texture and space. They enjoy songs, rhymes and use musical instruments. Children show an interest in what they hear, smell, touch and feel. They use available resources in role play area, notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. Children have access to good role play areas.	

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

- organise the routine of the day and planning to further promote children's independence skills.
- provide opportunities for children to link letters to sounds. Provide further opportunities for children to attempt writing for as purpose such as their own names on pictures and other things such as labels, lists and captions.
- provide everyday opportunities for children to compare and calculate and begin to use vocabulary in adding, subtracting and number recognition.
- formulate formal channels of communication to share with parents children's achievements and use this to inform future planning.

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.