



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 402986

DfES Number: 511788

INSPECTION DETAILS

Inspection Date	02/03/2004
Inspector Name	Nicola Mary Eileen Matthews

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Radwinter Pre School
Setting Address	The Village Hall Hempstead Village Hall Hempstead Essex CB10 2PD

REGISTERED PROVIDER DETAILS

Name	The Committee of Radwinter Pre-School 1029578
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ORGANISATION DETAILS

Name	Radwinter Pre-School
Address	The Village Hall Hempstead Village Hall Hempstead Essex CB10 2PD

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

Radwinter Pre-School opened in 1979 at Radwinter village hall and then re located in September 2002 to the present venue. It operates from the main room in the village hall of Hempstead. The pre-school serves the local area.

There are currently thirteen children from two and a half to five on roll. This includes eight funded three year olds and five funded four year olds. Children attend for a variety of sessions. The setting currently does not, support children with special educational needs or who speak English as an additional language.

The group opens four days a week during school term times. Sessions are from 09:30 until 13:00.

There are two full time staff working with the children. One member of staff has a recognised early years qualification to NVQ level 3. There is one member of staff currently working towards a recognised early years qualification. The setting receives support from a mentor from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Radwinter Preschool is providing satisfactory care for children.

The high ratio of adults to children ensures children are supported in their play. A warm welcome is given to each parent and child as they arrive. There is good storage space to accommodate the wide range of equipment and play resources both indoors and outside. Most documentation is in place, however there is no procedure to follow in the event of a child being lost.

Staff give high priority to the safety of the children and ensure they cannot leave the premises unattended. The standard of hygiene is good and children know that they need to wash their hands after toileting. The lunchtime session encourages children to develop healthy eating habits. The staff know the children well and this enables

them to respect the individual's culture and promote children's self esteem. Support for children with special educational needs would be limited as staff are not familiar with Code of Practice (2002). Support for children with English as an additional language would be satisfactory.

Children experience a range of interesting and imaginative activities to support some of their development. The staff are good role models and this enables the children to understand the behavioural boundaries within the setting.

The partnership with parents is good. The parents participate and support the staff well in the session. The active management committee work hard to fundraise for new equipment and other essentials. The policies are well presented and easy to understand.

What has improved since the last inspection?

At the last inspection the provider agreed to make the toilet doors safe. Foam clips have been placed at the top of each door so children cannot close them fully and lock themselves in. The children are now safe when using the toilets.

What is being done well?

- The safety of the building is well maintained, which ensures the children are provided with a safe environment to play in. A comprehensive risk assessment is done annually and a daily one is used to ensure all areas, that might have changed overnight, remain safe.
- The parent rota works very well, ensuring staff are able to work directly with the children all of the time. One parent helps in the play room and the other completes the domestic chores after snack time.
- The outdoor play area is secure and well maintained to enable children to play safely outdoors.
- Children are developing a good understanding of the social rules within the preschool community. They show respect for each other and the environment.

What needs to be improved?

- the procedure for a lost child
- the staff's knowledge of the code of practice (2002)
- the medication records.

Outcome of the inspection

Satisfactory

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 must take the following actions by the date shown

Std	Action	Date
2	Develop a procedure to follow in the event of a child being lost.	31/03/2004

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
7	Ensure the paperwork to record medication administered is available.
10	Ensure that staff understand and put into practice the Code of Practice (2002).

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

How effective is the nursery education?

The nursery education at Radwinter Preschool is good. Children are making generally good progress towards the early learning goals.

The quality of teaching is generally good. The staff have built up good trusting relationships with the children. They use their knowledge of the stepping stones to organise some of the resources well to support children's learning. However, other resources are not used well to enable children to experience an overall effective learning environment. The staff use good teaching techniques when interacting with the children, playing turn taking games to enable the less able child to participate. A focused activity sheet is used for some activities, when used, the sheets enable the staff to evaluate the activity and the children's learning and then use this information for future planning. However, use of these is inconsistent and several learning opportunities are missed. The short term planning only lists the activities to be provided on a daily basis. The children's assessment records are linked to the stepping stones and provide a clear picture of the child's progression towards the early learning goals.

The leadership and management of the setting is generally good. The very small active committee work effectively to keep the provision viable and support the staff during the sessions.

The partnership with parents is generally good. Assessment records are shared with the parents, and they are able to contribute to these. However they are not encouraged to help plan for their child's progress. Parents receive clear and comprehensive information about the setting and the planned curriculum.

What is being done well?

- Children are confident communicators. They use speech for a variety of purposes and initiate conversations amongst themselves, the staff and with unfamiliar adults.
- Children are developing good gross motor skills, using the large equipment outdoors.
- Children separate very confidently from their main carer and enjoy participating in the activities provided.
- The staff support the children in their chosen play on a one to one basis, supporting the less able child's participation to ensure they take an active role in games which require rules.
- Clear, well written formative assessment records introduced this term are shared with the parents. These provide a good overall picture of how the child is developing whilst at the preschool and allow space for parents to

make their comments.

What needs to be improved?

- the organisation of resources to enable all children to develop their imagination during role play and enjoy books for a variety of purpose
- a wider range of opportunities to experience a broad based curriculum
- consistent use of the focus activity sheets so that all adults know their role when interacting with the children at the activities
- the parent's contribution to the planning.

What has improved since the last inspection?

The improvement since the last inspection has been limited. The provider agreed to record activities for example cooking, give staff information to effectively provide for children with English as an additional language and to use the desirable learning outcomes in the developmental records. The recording of activities for example cookery has been done in the past but has not been maintained. There is no system in place to support children with English as an additional; language if they attend in the future, however the managers previous experience would enable her to give satisfactory support. The developmental records are now in line with the stepping stones.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children show good levels of involvement in activities that interest them. They function independently in the environment and show care and consideration for others. Children demonstrate a pride in their achievements by showing others and the adults their drawings and then putting them safely in their bag to take home. They are developing friendships and play alongside each other well, sharing and taking turns. The children's behaviour is good.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children listen intently to stories read in large groups, they handle books correctly, however, they are not encouraged to use books independently. They link some sounds to letters when discussing the letter of the week but have few opportunities to experience activities where rhyme is used. Children manipulate objects with increasing control and hold pencils correctly. Some children can write their name and are beginning to form the letters correctly.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children confidently and reliably count to ten and some above. They recognise numbers up to ten using the telephone buttons. Children are able to match and name some simple shapes. They create simple patterns in their drawings and are developing an understanding of symmetry when drawing butterflies. Children have opportunities to develop knowledge of simple calculation during songs and rhymes, however they experience few opportunities in a meaningful contexts to develop this skill further.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children observe and investigate natural objects using their senses and then record the results on a chart, e.g. which fruit they like or dislike. They observe change; by looking at the daily weather and during planned activities such as making fresh fruit milk shakes. They have few opportunities to learn about other cultures. Children are beginning to understand about the past and present through planned activities and talking about their home life.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children are developing a good awareness of space. They manoeuvre wheeled toys expertly around each other and the static equipment and pay good attention to each other's personal space when sitting in a group on the floor. Children use tools with the play dough to effect change and manipulate the substance to achieve a planned effect. However, they have few opportunities to do this using other materials. Children are developing some healthy eating practices at snack time.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children experiment with colour using a variety of painting techniques. They use a range of musical instruments and explore sound and creatively move creatively when using these. Children represent their ideas well through drawings, but they mostly imitate the adult's ideas in craft work. Children play imaginatively using small world figures, however, they have few opportunities to use imaginative role play to act out familiar scenarios.

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

- develop the organisation of the role play resources and book area
- develop the use of the activity focus sheets each session to enable adults to understand their role and provide an effective learning environment in all areas of the curriculum.

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.