



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 206896

DfES Number: 537543

INSPECTION DETAILS

Inspection Date	23/09/2004
Inspector Name	Georgina Walker

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Waingroves Pre-School
Setting Address	Waingroves Community Centre Church Street Ripley Derbyshire DE5 9TF

REGISTERED PROVIDER DETAILS

Name	Waingroves Pre-school 517734
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ORGANISATION DETAILS

Name	Waingroves Pre-school
Address	Waingroves Community Centre Church Street, Waingroves Ripley Derbyshire DE5 9TF

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

Waingroves Pre-school opened in 1980. It operates from rooms two and three, and associated toilet and kitchen facilities, in the Community Centre in Waingroves, Derbyshire. There is a safely enclosed area for outdoor play.

The pre-school serves the local and surrounding areas.

There are currently 23 children from 2 1/2 to 4 years 2 months on roll. This includes 16 funded 3 year olds and 1 funded four year old. Children attend a variety of session per week. The setting currently supports children with special needs and none who speak English as an additional language.

The pre-school opens five days per week during school term time. Sessions are from 9.15 until 11.45.

Four part-time and two relief staff work with the children. Four have early years qualifications to NVQ level 3. They are managed by a parental committee who delegate day to day responsibility and the majority of paperwork to the staff. The setting receives support from Derbyshire Early Years Development and Childcare Partnership (EYDCP) and is a member of the Pre-school Learning Alliance (PLA).

How good is the Day Care?

Waingroves Pre-school provides good quality care for children. All regular staff have early years qualifications. They are encouraged to attend ongoing training. Staff work well as a team. They discuss planning, future activities and information provided through the support given by the EYDCP. There are comprehensive policies and procedures to ensure requirements meet the children's needs. However some documentation requires minor amendment and more detail recorded in accident records.

There is a very good awareness of safety especially during the routine movement between the playrooms. Staff undertake a comprehensive risk assessment of the

outdoor play area prior to use. Good health and hygiene are promoted. Children have access to drinks during the session and are provided with a varied menu of healthy and nutritious snacks. Children with additional needs are integrated and monitored with support from relevant agencies. Those for whom English is an additional language could be accommodated. Children's well being is assisted by staff who have sound knowledge of child protection procedures.

Children have opportunities to access an excellent range of activities to promote their welfare and develop their emotional, physical, social and intellectual capabilities. The planning is extensive and children enjoy the activities and are purposefully occupied. Resources and the celebration of festivals assist in promoting diversity within society. Behaviour management expectations are high and staff consistently follow policy and procedures to ensure the children respond appropriately.

Partnerships with parents are satisfactory. Parents are provided initially with written information about the services and on displays in the setting. Development and assessment records are not formally shared but can be discussed at any time with the child's key worker. A small committee of parents support the staff but are not fully aware of their roles and responsibilities.

What has improved since the last inspection?

At the last inspection the pre-school agreed to remove a potentially hazardous plant. This has been removed, although was found not to be a hazard, and the outdoor play area is now consistently monitored for hazards prior to use.

What is being done well?

- Children have access to an extensive range of activities and resources. These are well presented and invite children to be purposefully occupied and learn through play. Staff are very interested in what the children do and encourage them to learn through the well planned themes and topics.
- Children are provided with regular drinks and snacks. These are healthy and nutritious and meet individual need. Snack times are social events and opportunities are taken to extend children's learning and develop personal independence. Children are competent at pouring their drinks and using plastic knives to put spread on crackers.
- Children with special needs are successfully integrated as staff demonstrate a good understanding of how to promote equality and inclusion. The pre-school have written policies and procedures and consistent liaison with parents and outside agencies to meet children's needs.

What needs to be improved?

- the content of documentation and records to ensure they contain information as required in the national standards and guidance, refer to current legislation

and are shared appropriately with the committee and parents.

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	Ensure that all documentation and records contain information as required in the national standards and guidance, refer to current legislation and are shared appropriately with the committee and parents.

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

How effective is the nursery education?

Waingroves Pre-school provides good quality nursery education where children make generally good progress towards the early learning goals. They are making very good progress in five areas of learning. Children have access to an excellent range of resources, which are increased where gaps are recognised, such as programmable toys and access to a computer. Outside play is promoted and well used.

The quality of teaching is generally good. Staff are committed to accessing further training and the ongoing monitoring of the provision. They have discussions on planning, resources, development and assessment records and children's individual needs. Planning and evaluation is not yet fully effective to plan for children's future needs. Staff provide an extensive range of themes and topics to ensure children learn about their surroundings and the wider community. The staff effectively promote children's awareness of diversity in society and ensure children's individual needs are met. Staff have a sound knowledge of special educational needs and ensure children are successfully integrated.

Leadership and management is generally good. The committee delegate day to day management to qualified and experienced staff. The staff meet regularly and recognise the need to increase resources and evaluate practices. They seek advice, training and support from the EYDCP. They are committed to the improvement of children's care and education. Staff work very well as a team to create a happy, warm and welcoming environment.

Partnerships with parents are generally good. Written information is initially provided and children's developmental progress is discussed. The sharing of documents is restricted to when the child leaves for state education, although records are available at any time to be discussed with the child's key-worker. Parents are invited to be involved on the committee and with their child's learning during sessions. They are aware of current themes and topics.

What is being done well?

- The interaction between members of staff and children to consistently extend knowledge, learning and experiences in a warm and welcoming, happy environment. This results in children being well behaved, using good manners and a developing understanding of others needs, demonstrated by including younger children and those with additional needs in their play.
- Children have access to an extensive range of resources which are constantly being increased. They are well presented in the two playrooms, and outdoors such as the shop, and encourage children to be purposefully occupied in play and learning.

- Children with additional needs are fully integrated into the pre-school and activities are adapted to ensure all children progress at their own pace, with appropriate challenges set by the staff.
- Members of staff have extensive experience and have attended training to convert their knowledge to present the curriculum in an integrated manner, through the themes and topics which inter-relate to all six early learning goals.

What needs to be improved?

- the planning and evaluation of activities to ensure information is formally used to plan for children's future challenges
- the recording in children's individual development and assessment records in a manageable format
- the sharing of documents with parents.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested, excited and motivated to learn, confident to discuss issues in group time and during play. They are eager to share their achievements of completed work and crafts. They are well behaved, take turns, use good manners and respond to requests to help tidy up. They have well developed friendship groups and take responsibility for personal safety and that of others. Their sense of community and needs of others is developing. At snack times they competently serve themselves.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children interact well, negotiating with each other to share resources and suggest play ideas. They use an extensive vocabulary, recalling previous topics and events, repeating sounds and new words learnt during activities such as baking lemon flavoured biscuits. They use books for pleasure, research and to extend phonic knowledge. There are examples of text around the playrooms. Children have opportunities to mark make during play, on crafts, in the home corner and outdoors, with large brushes.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children have well developed language and knowledge of mathematical concepts. There are excellent opportunities to use and see numbers, count, describe shapes and measure throughout their play. Children understand subtraction during action songs. They enjoy the links in themes, such as colours, and calculate using yellow resources. Children know cutting the lemon will create halves, then quarters. They re-create patterns on peg boards and solve mathematical problems when baking.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children regularly explore and investigate an extensive range of objects and materials using all their senses. They observe change, ask questions and listen to responses. They compare artefacts on the colour table, many brought from their own homes. They competently use a range of battery operated resources, which includes a children's computer. Topics which include reference to their life, families and festivals from other cultures, develops their awareness of time, place and others.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move with confidence and an awareness of space and safety around the resources and play areas. They have good control and co-ordination skills when using the excellent range of small and large resources, both indoors and outdoors. They further demonstrate their skills and control when pouring drinks for snack. They climb and move competently on the large equipment. They have a developing understanding of the need for good hygiene and changes to the body during exercise.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children have extensive opportunities to explore media and materials and create both two and three dimensionally. Their work is valued and displayed. They use their imagination and fully utilise resources to extend their own ideas or act scenarios, dressing up to enhance their play. They enjoy music in many forms, sing spontaneously and demonstrate a good sense of rhythm. They have very good memories for words of stories, songs and express their enjoyment of activities using all their senses.

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

- continue to develop the planning and evaluation of activities to ensure information is formally used to plan for children's future challenges.
- continue to develop the recording in children's individual development and assessment records and ensure the documents are regularly shared with parents.

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.