



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 300933

DfES Number: 585949

INSPECTION DETAILS

Inspection Date 12/11/2003
Inspector Name Trudy Scott

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Crosspool Community Pre-school
Setting Address Lydgate Lane
Sheffield
South Yorkshire
S10 5FQ

REGISTERED PROVIDER DETAILS

Name The Committee of Crosspool Community Pre-School

ORGANISATION DETAILS

Name Crosspool Community Pre-School
Address Lydgate Lane
Sheffield
South Yorkshire
S10 5FQ

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

Crosspool Community Pre-School opened in 2000. It operates from Lydgate Lane Primary School in the Crosspool area of Sheffield and serves children and families in the local community and also parents who work in the local area. Children are accommodated in a classroom and there is a fully enclosed area available for outdoor play.

There are currently 78 children from three to under five years on roll. This includes 38 funded three year olds and 33 funded four year olds. A small number of children attend who have special needs and who speak English as an additional language.

The group opens on Monday to Friday, term time only. Sessions are from 08:55 to 11:25 and 12:35 to 15:05.

Eleven staff work with the children, four of whom are qualified and three who are working towards a recognised early years qualification. The group is a member of the Pre-School Learning Alliance and is participating in the Sheffield Kitemark Quality Assurance Scheme.

How good is the Day Care?

Crosspool Community Pre-School provides good quality care overall for children from three to under five years.

Organisation and management of the setting is successful in promoting very good teamwork. Effective leadership and active participation from committee members regular team meetings and an on-going training plan ensures staff are well supported in fully implementing the aims of the group. A comprehensive collection of policies and procedures underpin the day to day running of the group although not all necessary detail is included.

Clear health and safety procedures, consistently followed by staff, are in place to keep children safe and well. Snack time is well planned and organised to provide an

enjoyable social experience four children where they share information and have opportunities to try a range of foods from around the world.

Children are suitably grouped in one room and access a good range of activities and experiences. They have regular access to outdoor play and there are good plans in place to further develop the outdoor provision. Children have very good relationships with staff and with other children. High priority is given to equal opportunities. Staff respond sensitively to individual needs and help children to understand and appreciate difference in a wide range of planned topics and daily activities. Behaviour of the children is very good and there are effective systems in place to support children with special needs.

Partnership with parents is good. Parents are warmly welcomed and have many opportunities to participate in playgroup activities. Systems for sharing information are successful in ensuring children are cared for as parents wish. Parents receive a variety of good quality information about the playgroup and what their children are doing and learning.

What has improved since the last inspection?

not applicable

What is being done well?

- Teamwork is very good. Effective leadership, with regular meetings and access to on-going training, ensures staff are well supported, are clear of their roles and responsibilities and fully implement the aims of the playgroup.
- Snack time is well planned and organised to promote social skills and help children appreciate their own community and the wider world. Children enjoy a good variety of different foods such as breads from around the world.
- Behaviour of the children is very good. Clear boundaries and explanations and good use of praise and encouragement effectively promotes good behaviour.
- High priority is given to equal opportunities. Children are helped to understand and appreciate difference in a wide range of planned topics and daily activities. Staff respond to individual needs sensitively and help children feel good about themselves, using language such as 'Oh wow!' when shown children's achievements.
- Staff and parents have a good partnership. Systems in place for sharing information are successful in ensuring children are cared for as parents wish. Parents receive a variety of good quality information about the playgroup and have many opportunities to participate in activities such as helping at playgroup sessions, sharing their skills and enjoying social events.

What needs to be improved?

- the policy for uncollected children to include procedures to be followed in event of a child being lost.

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	Include procedures to be followed in the event of a child being lost in procedures for uncollected children.

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

How effective is the nursery education?

Crosspool Community Pre-School provides a happy, stimulating and secure environment where children enjoy learning. This contributes to the very good progress they are making towards the early learning goals.

The quality of teaching is very good. Staff's secure knowledge of the early learning goals enables them to plan an effective and appropriate curriculum. Daily routines are used successfully to support children's learning, particularly in mathematics. Evaluations and observations are used well to plan appropriate activities and challenge for children. This will be further enhanced by a system for recording the next steps in children's learning. The positive interactions between staff and children contribute to the very good speaking and listening skills the children have. Children learn effectively through a good mix of adult-lead and self-initiated activities. The high priority given to personal, social and emotional development underpins children's learning in all areas. The environment is well organised to enable children to access a good variety of stimulating resources to support their independent learning. Appropriate procedures are in place to ensure children with special needs are well supported.

Leadership and management of the playgroup is very good. Strong leadership with clear aims promotes a welcoming, inclusive environment. Effective induction and appraisal systems ensure staff fully understand and implement the aims of the setting. Evaluation and review systems work successfully to ensure children's individual learning needs are met and to plan for the continual development and improvement of the educational provision.

Partnership with parents is very good. Parents receive a variety of good quality information about the playgroup and are well informed about what their children are learning. They have many opportunities to share what they know about their children and actively participate in the playgroup in a variety of ways.

What is being done well?

- Personal, social and emotional development has high priority in the curriculum and underpins learning in all areas. This leads to children being confident, interested and self-motivated. They have excellent relationships and are well supported by staff in developing very good behaviour.
- Children's speaking and listening skills are very good and reflect the positive interaction of staff with children in their play and conversations.
- Staff's secure knowledge of the early learning goals enables them to plan an effective and appropriate curriculum which engages children and sustains their interest.

- Daily routines are used successfully by staff to support children's learning in all areas, particularly in helping children develop an interest in numbers and practise simple problem solving, through counting the children present and working out how many cups are needed at snack time.
- The good use of evaluation to plan and adapt activities to meet the different needs and abilities of children and development plans, such as plans for the outdoor environment, reflect the commitment of management and staff to continual improvement and development of the educational provision.

What needs to be improved?

- the physical provision to include more opportunities for construction with large materials
- the recording of the next steps in children's learning as they are identified.

What has improved since the last inspection?

not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident, interested, motivated to learn and show independence in selecting activities and resources. Behaviour is very good, children understand boundaries and help to care for the environment, for example by helping to tidy up. They have excellent relationships, play co-operatively and show consideration and respect for the needs and views of others. Children have a strong sense of belonging to different communities and talk enthusiastically about home and nursery life.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are developing very good speaking and listening skills. They enjoy speaking and use language confidently for a variety of purposes such as negotiating, asking questions and sharing information. They participate actively in rhyming activities and enjoy looking at books and sharing stories. Opportunities to see and use writing for different purposes and regular access to writing materials effectively supports their development as writers. Many children recognise and write their names.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children show an interest in numbers and counting. They regularly count in daily activities, some beyond 10. They recognise numerals and use numbers in their play, for example when discussing the price of shoes in the shoe shop. They solve simple problems in daily routines, such as working out how many plates are needed for snack time. Children participate in a wide range of planned and self-initiated activities which help them develop a good understanding of size, shape and measure.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children use all their senses effectively in a range of very good activities which successfully develop their skills in exploration and investigation. They regularly make and design their own constructions using a range of tools and materials skilfully. They are developing good understanding of the uses of technology and many operate the computer independently. Children frequently remember and talk about past events and learn effectively about their own community and the lives of others.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently and safely, inside and outside. They show consideration for the personal space of others and share space well when playing alongside others. Children are appropriately challenged in the outdoor area and regularly use a range of equipment, such as bikes, balls and climbing equipment, with skill and confidence. This will be enhanced with more opportunities to construct with large materials. They use a range of small tools and equipment with increasing control and skill.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children explore colour in a variety of ways, such as printing and colour mixing. They develop their own ideas when using a good range of media and materials. They show a good sense of rhythm and participate actively in singing and music sessions. Imaginative play is well developed and children use a range of interesting resources to support and extend their play. Children are enthusiastic when presented with new ideas and respond using facial expression, language and their whole bodies.

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 improving the following:
- the physical provision by increasing opportunities for children to construct with large materials;
- the recording of the next steps in children's learning as they are identified.

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.