



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 254300

DfES Number: 500826

INSPECTION DETAILS

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| Inspection Date | 27/09/2004 |
| Inspector Name | Susan Cox |

SETTING DETAILS

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| Day Care Type | Sessional Day Care |
| Setting Name | Sutton Pre-School |
| Setting Address | New Road Sutton Norwich Norfolk NR12 9RB |

REGISTERED PROVIDER DETAILS

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| Name | The Committee of Sutton Pre-School 1074710 |
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ORGANISATION DETAILS

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|---------|--|
| Name | Sutton Pre-School |
| Address | New Road Sutton Norwich Norfolk NR12 9RB |

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

Sutton Pre-school was registered in 1974. It is a committee run group and a registered charity. The group operates from a large, bright room within the Sutton village hall. There is an enclosed outside play area. The pre-school serves the families of the village and the surrounding areas.

There are currently 31 children on roll. This includes 15 funded 3 year olds. Children attend for a variety of sessions. The pre-school supports children who have special needs and who have English as an additional language.

The pre-school opens each morning during term time with the exception of Wednesday when there is an afternoon session. Sessions are from 09:10 until 11:40 and 12:30 until 14:30.

Six staff are employed to work with the children; two of them hold early years qualifications to NVQ Level 2 or 3. Two members of staff are currently training and another hopes to start training shortly. The pre-school receives support from a teacher from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Sutton Pre-School provides good quality care for children.

Staff are well organised and set out a range of interesting activities to make the hall into a child centred and welcoming environment. Children and parents receive a warm welcome and this helps children settle quickly to play happily. Staff are developing their team work but this is not yet fully effective. There is a strong committee who are working to manage the group effectively. Support and encouragement is given to staff that are working towards qualifications. Good use is made of space within the hall and the outside play area is regularly used throughout the year for activities in the fresh air. Record keeping is very good.

The committee works with the staff to maintain health and hygiene with regular risk

assessments. There is a clear understanding of keeping children safe and relevant action has been taken to minimise risks. Information is gathered to meet children's dietary and medical needs effectively. There is an inclusive approach that works with parents to ensure all children's needs are met with appropriate support. However, resources to promote positive attitudes to people with disabilities are not fully developed. Child protection procedures are clear and staff know how to respond appropriately.

Children are eager to join in and are learning to become independent with their personal care. They engage in a wide range of stimulating free play that is well organised and resourced. They confidently make many of their own choices with staff available to develop learning opportunities that are planned or arise spontaneously such as playing in the snow. Children's behaviour is very good.

There is a strong partnership with parents. They are encouraged to join the rota and help in the sessions, which not only supports the staff but develops parents' understanding of what their children do and learn at the group.

What has improved since the last inspection?

Good progress has been made with the actions set at the last inspection.

As required, appropriate vetting procedures have been completed on all staff and new committee members are currently completing forms to be sent to Ofsted. One member of staff is working towards a qualification to be completed by December 2004; another hopes to start training shortly. Two new members of staff have been appointed; one is qualified to NVQ Level 2 and the other is working towards her qualification. The group is therefore showing a commitment to meeting the requirement of half the staff holding a relevant qualification.

Parental consent for emergency medical advice or treatment is now held so the staff may respond appropriately to emergencies.

Written agreements are now signed giving confirmation that information is shared/agreed with parents.

What is being done well?

- Staff know the children well. They value them as individuals listening and talking to them, giving them time to express their ideas and asking open questions to encourage them to think about what they are doing. They plan a stimulating range of activities and generally support the children well whilst giving many opportunities for them to instigate their own play appropriately.
- Children are learning to share, take turns, help each other and be polite. This is promoted by staff who implement the behaviour management policy sensitively understanding the children's stage of development and promoting self-esteem with much praise and encouragement.
- Parents are supplied with a very informative welcome booklet and letter

which clearly explain what the group offers for their children and how they may use the flexible settling in procedure to meet their needs. The key worker system enables them to check on their child's progress, effectively share information and access records if they wish.

- Excellent policies and procedures guide/reflect every aspect of the group; they are readily available to parents and all staff have a copy to use to support their daily working practice. They are regularly reviewed to ensure they remain current.

What needs to be improved?

- team work
- toys and resources, to reflect positive attitudes to people with a disability.

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 | Review the deployment of staff so they work as a team at all times to support each other and the children. |
| 5 | Continue to develop resources to promote positive attitudes to people with a disability. |

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

How effective is the nursery education?

Sutton Pre-School provides good-quality nursery education overall. It enables children to make very good progress in all areas of learning except mathematical development where their progress is generally good.

The quality of teaching is generally good. Staff have good relationships with the children. They plan a variety of practical activities and understand what children learn from them. They organise the indoor space and resources imaginatively to create an interesting learning environment where children are increasing their independence. The outdoor area is used frequently throughout the year to give children a range of free play and planned experiences. However, the grouping of children is not always fully effective.

Staff give individual children a good level of support and those with special needs are encouraged to participate in the full range of activities. They talk and listen to the children whilst engaging in their play and extend learning opportunities as they spontaneously arise. There are well-developed systems for planning and all the staff take part in observations to effectively plan the next steps for the children in their key worker groups. Children's behaviour is very good.

The leadership and management of the group are generally good. The supervisor has a clear understanding of her role and is helping the new staff play a full role in the team. She acts on advice received being keen to further develop the service provided. A new committee is very supportive and is also eager to continue the development of the group.

The partnership with parents and carers is generally good. They receive very good information when their children join the group to help them make an informed choice and settle in easily. Parents spend time talking to the staff informally about their children and are well informed about what their children do.

What is being done well?

- Staff plan well to cover all areas of learning and use free play situations effectively to promote a range of interesting learning opportunities.
- Children are motivated to learn. They play happily and are being encouraged to be independent with support that also increases their self-esteem.
- Staff regularly assess what children can do through spontaneous and more focussed observations. The key worker uses this information to plan the next steps in the children's learning building in differentiation to meet individual needs.

What needs to be improved?

- the grouping of children
- opportunities for calculating and mathematical problem solving in everyday activities.

What has improved since the last inspection?

Generally good progress has been made with the key issues since the last inspection.

Staff have implemented a range of opportunities for parents to share information about their children. Most parents now help on the rota, which enables them to effectively understand what happens in the group and the progress their child is making. The key worker provides a direct link for the parent to discuss issues and good relationships are being formed. The committee is keen to develop these links further.

Staff plan a range of activities to help children recognise and write their name, count and use numbers. They are becoming more confident in skills such as hanging coats on named pegs and finding their name card at snack time. A very good range of resources are provided to encourage children to make marks and learn writing skills and they do this spontaneously as they play as well as in planned activities. Counting and the use of number are progressing but not yet exploited to the full.

Every day routines such as snack time have been changed to further exploit learning opportunities. A snack bar system has been established so groups of children may have their snack together with a member of staff available to support and encourage them. At present, this is not fully effective as too many children want to join the group and staff cannot use this time as profitably as planned. There are many new children who are not used to the routine.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are developing confidence and self-esteem; most start playing as soon as they arrive making their own choices from the interesting range of activities set out for them. They are enjoying making friends and learning to play with a range of adults sometimes with a minimum of support. Their behaviour is good; they understand the need to share, take turns and be fair. They are learning about self care, how to manage their coats and shoes and tackle a range of dressing up outfits.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children use language well. They are eager to talk to each other and enjoy using new words such as optician as they play. Some are confident to talk or sing to the whole group. They are learning to recognise their name in a variety of situations and confidently make marks in preparation for writing. Stories are used effectively with an expressive voice capturing their attention and encouraging them to join in. Sometimes the groups are too large for the younger children to appreciate this fully.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are becoming confident with numbers and some can count over ten. They spontaneously count as they play such as people on posters or money in the till. They are learning to recognise shapes and match these effectively when following pictures with construction sets. Free play with sand and water is developing an awareness of weight and capacity but opportunities for them to calculate and problem solve are not fully exploited.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are keen to explore and are becoming active learners. Staff use spontaneous events well, such as much fun and interest being shown in the snow, finding out what happened when they painted it with water and how to ride their bikes in it. They confidently use a range of construction materials. Many manage the computer with skill; enjoy helping printing out work and some input names with little support needed. They enjoy trips to the local church and finding out about the natural world.

PHYSICAL DEVELOPMENT

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| Judgement: | Very Good |
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Children move around with confidence. They are using increasing skill in riding bikes and scooters such as manoeuvring with perseverance to release a trapped wheel with another giving instructions. They enjoy physical activity outside with space to run and practice many skills with a good range of equipment. Music and movement and action rhymes help them use their bodies in a variety of ways. They appreciate fresh fruit and vegetables and understand that they will help keep them fit and strong.

CREATIVE DEVELOPMENT

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| Judgement: | Very Good |
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Children enjoy painting, modelling and a stimulating range of craft activities. They experiment as they mix paints commenting on the changing colours. Whilst sticking, a child experiments spontaneously with how much glitter will stick to the glue and then helping tidy up afterwards. Music is enjoyed; they sing songs and move to music to express their ideas such as to a weather tape. Imaginative play is good; they make up stories and use resources well with much fun and laughter.

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

- review the grouping of children to ensure they benefit fully from experiences such as snack, story times and group activities
- further develop mathematical opportunities for children to problem solve and calculate in everyday activities.

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.