



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 253905

DfES Number: 518464

INSPECTION DETAILS

Inspection Date	12/06/2003
Inspector Name	Patricia Webb

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Hasbury Pre School
Setting Address	Hagley Road Halesowen West Midlands B63 4QD

REGISTERED PROVIDER DETAILS

Name	Mrs Rebecca Piper
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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

Hasbury Pre School group is accommodated in a classroom within Hasbury Church of England Primary School in Halesowen. It is managed by a voluntary committee made up of parents and staff from the school. The intake of children reflects the ethnic and social community that the group serves. The town of Halesowen is within walking distance of the group.

The pre school is in receipt of funding for three and four year old children. There are currently 61 children on the roll of whom 37 are funded three year olds and 16 are funded four year olds. The pre school supports children with special needs and children for whom English is an additional language. Additional support comes from the Special Needs Service team from the Early Years Development and Childcare Partnership of Dudley Education Authority and from teachers within Hasbury school.

The pre school operates 10 sessions, Monday to Friday, term time only from 09:00 to 11:30 and 12:45 to 15:00. Children attend a variety of sessions.

There are ten members of staff of whom 75% hold relevant early years qualifications. The remaining staff are all currently working towards level two qualifications.

The preschool is a member of the Pre-school Learning Alliance (PLA).

How good is the Day Care?

Hasbury Preschool provides satisfactory care for children.

The pre school is managed by a voluntary committee. There are a number of changes in staff and committee personnel since the last inspection. Ofsted has not been informed of all of these changes and the committee intends to address this.

Staff work as a team to plan a wide range of activities that excite and enthrall the children, motivating them to learn. Staff have developed very positive relationships with the children and respond to their levels of concentration and ability. A wide

range of resources and equipment ensures that children have access to a broad curriculum which offers the opportunity for them to learn through experiential play. Planning is currently being revised to identify further topics. The pre school is particularly strong in it's support of children with special needs. The staff group exceeds the required ratio ensuring that they are available for one to one interaction and support. Staff work closely with other agencies to address individual children's needs.

Most areas of safety are addressed, however, staff have not received training in health and safety issues. Risk assessments are carried out informally hindering the identification of possible hazards and the action to be taken to minimise and reduce risks. Induction of the pre school policies and procedures is not always carried out with new staff leading to inconsistency of application. Some staff have a basic awareness of the arrangements for reporting child protection concerns. There are no defined child protection procedures and parents are not informed of the responsibility of the pre school to report such concerns.

The pre school respects and values parents. There are two open evenings arranged each year for parents of children who are moving into full time school. Parents are introduced to their child's key worker at the time of registration and staff are available for more in depth discussions if necessary.

What has improved since the last inspection?

Not applicable, as there were no actions raised at the previous inspection.

What is being done well?

- Children are happy and settled in the pre school. They arrive and settle quickly into the familiar routine and have access to resources that interest and stimulate their learning. (Standard 3)
- Staff are aware of providing healthy and nutritious snacks and drinks. Snack time is seen as a social occasion with children preparing the tables and being encouraged to pour their own drinks. (Standard 8)
- The high ratio of staff ensures one to one support where it is needed. This is evident with regard to children with special needs. Staff work closely with other agencies to develop the children's full potential. (Standard 10)

What needs to be improved?

- the procedures for informing Ofsted of changes to personnel; (Standard 1)
- the implementation of effective induction procedures for staff; (Standard 2)
- staff awareness of health and safety issues with regard to carrying out risk assessments; (Standard 6)
- staff awareness and knowledge of child protection procedures; (Standard 13)

- the provision of a statement for parents regarding the arrangements in place for the protection of children. (Standard 14)

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
1	Ensure that DC2 and DC2A forms are completed for staff and officers serving on the voluntary management committee and are submitted to Ofsted as a matter of urgency.	13/06/2003
1	Ensure that there are procedures in place for informing Ofsted of any significant changes in staff or committee officers and that the committee is fully aware of the National Standards for Sessional Day Care with regard to these procedures.	13/06/2003
6	Conduct a risk assessment on the premises detailing action to be taken to minimize identified risks with particular regard to reducing the risk of accidents.	13/06/2003
6	Ensure that all staff are aware of health and safety policies and procedures.	13/06/2003
13	Ensure that the child protection procedures for the preschool complies with local Area Child Protection Committee (ACPC) procedures	13/06/2003
13	Develop staff's knowledge and understanding of child protection issues.	13/06/2003
14	Devise a statement of the arrangements in place for the protection of children including the procedures to be followed in the event of an allegation being made against a member of staff or volunteer.	13/06/2003

The Registered Person should have regard to the following recommendations by the time of the next inspection	
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Std	Recommendation
2	Ensure that there are effective procedures for the induction of new staff.
6	Investigate opportunities for staff to undertake relevant health and safety training.
14	Ensure that confidentiality is maintained in the children's records.

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

How effective is the nursery education?

Hasbury Pre School provides generally good nursery education.

Children are making generally good progress towards the early learning goals with support from a dedicated staff team. Children build strong relationships with adults and each other and show care and consideration for others within the group. They settle quickly on arrival into a familiar and secure routine. The room is organised to offer zones for specific activities and quiet times. Progress in physical development is very good. Children are aware of the changes in their bodies when they exercise. They have a varied programme of physical play, utilising indoor and outdoor facilities. Staff support for children with special needs is very good, however, there is limited support for children with English as an additional language.

Teaching is generally good with some very good aspects. Some activities are unusual and stimulate the children's interest and curiosity. However, there are occasions when staff miss opportunities to challenge more able children, extending their vocabulary and responding to their natural inquisitiveness. Some children's learning is incidental, due to their own initiative rather than input from staff. Staff have high expectations of the children's behaviour with stickers awarded for simple achievements.

The pre school's partnership with parents is generally good. Parents are given time and support when settling their children into the group. Parents of children moving on to full time school have the opportunity to attend open evenings to discuss their child's progress. This facility is not yet offered to parents of younger children and will be reviewed. Parents are informed of topics set each term and invited to contribute.

Leadership and management are generally good. Staff appraisals identify training needs and key skills of individual staff. Staff do not always relate the progress of the children to the evaluation and development of future curriculum planning.

What is being done well?

- The layout of the pre school room provides identified areas for the children promoting quiet and specific activities. Children with special needs are well supported by a high ratio of qualified and committed staff.
- Staff plan a wide variety of activities that encourage children to want to participate and explore their environment. Physical development is very good with children able to access a range of equipment that challenges and stimulates, encouraging them to try out many ways of moving, climbing and balancing.
- Children's personal, social and emotional development is fostered with staff who are aware of their own conduct as positive role models. Good manners

and independence are encouraged appropriately with children developing strong relationships with each other and with adults.

What needs to be improved?

- the recording of developmental progress to enable staff to evaluate the effectiveness of the curriculum planning;
- the input from staff in child led activities to extend and challenge more able children;
- opportunities to support children with English as an additional language.

What has improved since the last inspection?

At the last inspection, the pre school was asked to ensure clear learning objectives were set and activities extended for more able children; provide more opportunities for children to access music, dance and drama and improve the assessment systems.

The pre school has made limited improvements in these areas and there are still some weaknesses. The planning does not clarify the objectives of some aspects of the curriculum. This hinders the assessment of children's progress. There is little detail as to how each child reaches their stage of development, or how the activities provided assist in this attainment. Long and medium term planning is being revised and staff are engaged in further training in this area.

Children have free access to role play and imaginative play. However, access to exploring sound through music is limited. There are few opportunities for children to express feelings through this medium.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children make very good progress in personal, social and emotional development. They relate well with each other and with other adults. They are motivated to learn through a range of activities that interest and enthral them, appealing to their natural sense of curiosity. Children are aware of the high expectations that staff have of their behaviour and respond by showing care and concern for each other.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are making generally good progress in communication, language and literacy. Many children are confident and fluent speakers engaging easily in conversations with each other and with adults. They learn to negotiate and use language to express feelings and experiences, that correctly follow a sequence of events. Children practise writing and mark making for a variety of purposes. Children do not always have the opportunity to use books as a source of information.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children's progress in mathematical development is generally good. Most children are aware of numbers up to ten by counting and by sight. They have opportunities to use counting in context as a tool for calculating, for example, at snack time and register time. They are able to follow sequencing and pattern construction. They do not often have the opportunity to extend calculating to include subtraction, division, or the use of correct mathematical language.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are making generally good progress in knowledge and understanding of the world. They learn about the natural environment and their immediate environment through topic work that is at times inspirational and unusual. Children have access to a range of natural and man-made materials and understand the properties of some of these such as using water to make the clay more pliable. Staff do not always respond to the abilities of more able children to challenge and extend their curiosity.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children's progress in physical development is very good. They have access to a range of equipment indoors and outdoors that encourages them to be active and imaginative in their movements. They are aware of the physical changes in their bodies when exercising. Staff foster children's independence in personal hygiene and children understand why they need to wash hands and eat healthily.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children make generally good progress in creative development. They express their ideas freely through a range of activities such as painting, collage, modelling and role play. They do not often have opportunities to use create their own music or use music as a medium for expressing ideas and feelings.	
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 recording of the children's progress to enable staff to evaluate the effectiveness of the curriculum planning.
- Develop staff awareness of responding to child initiated learning to extend and challenge more able children.
- Develop strategies to improve the support offered to children for whom English is an additional language.

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.