



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY224240

DfES Number: 521823

INSPECTION DETAILS

Inspection Date	10/07/2003
Inspector Name	Jennifer Fisher

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Plumstead Manor Pre-School
Setting Address	Plumstead Manor School Old Mill Lane Plumstead London SE18

REGISTERED PROVIDER DETAILS

Name	Ms Debbie Neill
------	-----------------

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

Plumstead Manor Pre-School has been Registered since 1992. It operates from two large rooms within a part of Plumstead Manor secondary school. The Pre-School has a fully enclosed outside play area, toilets, kitchen area and areas for rest and sleep. The Pre-School serves the local area.

There are currently 19 children from 3 to 5 years on roll. This includes funded three and four-year olds. Children attend a variety of sessions.

The group opens five days a week during school term times. Sessions are from 9:15am until 3:15pm.

3 part time and 3 full time staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. 3 staff are currently working toward a recognised early years qualification. The setting receives support from a teacher and from the Early Years Development and Childcare Partnership (EYDCP).

The Pre-School is managed by a management committee.

How good is the Day Care?

The pre-school provides good quality care for children with an element of outstanding practice.

Staffing levels within the pre-school are high and there is a clear commitment to training. Staff are appropriately deployed and are clear of their roles and responsibilities. Children are provided with an excellent and varied range of toys suitable for their all round development. The environment is warm, welcoming and child centred. Interaction between staff and children is consistently warm and relaxed. Space is imaginatively used to allow a large number of activities to take place at the same time. Documentation is well ordered.

Staff demonstrate a good understanding of safety issues and there are a number of effective procedures in place to identify potential hazards and minimise risks to

children, minor improvements can be made to the recording of these. Procedures for sick or unwell children are good. Every effort is made to encourage children to develop good personal hygiene. Practices regarding administering medicines and treating accidents are entirely appropriate. Child protection procedures are satisfactory, staff would benefit from up to date training.

Staff have very good relationships with the children, as a result the children are confident and content within the setting. Children are provided with an excellent range of interesting activities, skilfully planned to provide appropriate challenge in all areas of learning. Staff effectively identify and address the individual needs of children and provide a wide range of toys, equipment and activities aimed at promoting positive images of people from throughout the community. The pre-school have a proactive and positive approach to special needs, with a commitment to meeting the individual needs of children. Staff work effectively with other professionals and parents to meet the needs of the children and there is a positive link between pre-school and home.

What has improved since the last inspection?

All actions agreed at the previous inspection have been met. Staff have enrolled on appropriate training for a recognised early years qualification and a policy has been developed for lost or missing children on outings.

What is being done well?

- Effective procedures are in place to identify children's individual needs and an excellent range of activities are skilfully planned to provide appropriate challenge for each child.
- The imaginative use of space, the attractive displays and wide range of positive resources contribute to the stimulating and welcoming environment.
- Children are provided with a large and varied range of toys and play material, including a very good range of those aimed at promoting positive images of people of different religions, cultures, genders, social backgrounds and disabilities.
- The positive approach to special needs allows staff to work effectively with other professionals and parents to meet the needs of the children and there is a good range of resources for children with special needs.

An aspect of outstanding practice:

The pre-school dedicates a lot of time and effort to providing an excellent range of activities for children. They are skilful in linking a range of activities to reinforce learning and to maintain children's interest. Activities are well-planned to meet individual children's developmental needs.

What needs to be improved?

- the records for recording daily health and safety checks;

- the procedures for informing parents of OFSTED details within the complaints procedure;
- the child protection policy to include procedures to follow if an allegation is made against a staff member;
- training opportunities for staff on current child protection issues and procedures.

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 must take the following actions by the date shown

Std	Action	Date
1	Ensure OFSTED is informed of relevant changes, such as change of chair of management committee	11/10/2003

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

Std	Recommendation
6	Record daily health and safety checks;
12	Ensure parents are informed of Ofsted details within the complaints procedure;
13	Revise the child protection policy to include procedures to follow if an allegation is made against a staff member;
13	Provide staff with up to date training on child protection.

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

How effective is the nursery education?

Plumstead Manor Pre-school is a warm welcoming environment in which, a committed team of staff and management use all available resources to plan and provide a highly effective range of activities and experiences, that meet the needs of the children and ensures that they make very good progress towards all the early learning goals (elg).

The teaching is very good, Staff use all naturally occurring and planned situations to extend the children's learning in all six areas. Staff have a clear understanding of the foundation stage and the elg's. The planning is clearly linked to the themes and activities and allows staff to provide challenges for children, encourage their thought processes and build on their past learning. Staff plan and use a variety of strategies that ensure inclusion for children with special educational needs and with English as an additional language. Children are well behaved and respond readily to staff. Staff evaluate all activities and evaluations are used to inform plans for meeting children's individual needs.

The management and leadership of the nursery is very good. The pre-school has a management committee of parents, a manager and a deputy. The manager works with staff to provide an environment where children's learning is paramount. Staff have a high level of commitment, constantly evaluating the effectiveness of the education, and looking for ways to develop their provision. Staff are encouraged to share ideas about improving the provision.

The pre-school's partnership with parents is very good. Parents are provided with regular newsletters and there are regular events for parents to take part in. Parents are given regular information about their children's progress.

What is being done well?

- Children's personal social and emotional skills are developing very well, they are confident, well behaved and have good relationships with their peers and with adults.
- Children's development in communication, language and literacy is excellent they speak and listen well, are beginning to write their names and link sound and letters.
- Children are able to use and understand mathematical language and concepts to solve problems.
- Children have opportunities to gain a knowledge and understanding of the world through investigation and exploration provided by a wide range of activities and positive use of resources.
- Children are confident in the area of physical development using equipment

and tools safely and with control and with an awareness of others.

- Children are creative using their imagination to explore, design and communicate their ideas.
- The teaching is excellent, activities are planned to provide children of all abilities with suitable challenges in all areas. Staff use all available opportunities to extend children's learning.
- The management and leadership enables staff in delivering high quality care and education to all children.

What needs to be improved?

- No significant weaknesses were identified at this inspection, however the staff team believe that there is always room for improvement and would like to improve their range of equipment and research new activities.
- The staff team will continue to take part in training to help them meet the needs of the children.

What has improved since the last inspection?

The pre-school has made very good progress since the last inspection. The knowledge that staff have gained of the early learning goals and the clarity that has been brought to the planning system, has enabled them to provide an environment where children make very good progress in all areas. Staff keep records that enable them to see individual progress and plan for children's needs. The planned activities and opportunities support children to make very good progress, in both communication language and literacy and mathematical development. The teaching provides children of all abilities with appropriate challenges and extends their learning at every opportunity.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
------------	-----------

Children's progress in personal, social and emotional development is very good, the children are confident and motivated to learn. They have good relationships with both adults and other children, they play co-operatively in small and large groups, sharing and taking turns. The children have a sense of community and are aware of different cultures and languages. They are well behaved with an understanding of the consequences of their actions and sensitivity for the feelings of others.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
------------	-----------

Children make very good progress in communication, language and literacy. They speak clearly and listen well. They are able to use a range of language for thinking and exploring ideas and feelings. The children practice writing skills and some are able to write their own names, they are able to link sounds and letters. The children are familiar with books and other forms of text and access these freely.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
------------	-----------

Children make very good progress in the area of mathematical development. They are familiar with numbers, they can count using objects, counting fingers and each other, and use mathematical concepts and language. The children talk at activities about about size and shape and measure to solve problems. They talk about how things will fit together, bigger and smaller.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
------------	-----------

Children's knowledge and understanding of the world is very good. They are provided with a wide variety of opportunities to explore and investigate through a range of activities and experiences. The children use living and growing things, technology and tools and materials for design. The children talk about their experiences and events in their lives. They are aware of the wider world and of different cultures and beliefs.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
------------	-----------

Children make very good progress in the area of physical development, they move confidently and with control in a variety of ways using a range of equipment and with an awareness of space. The children show awareness of changes in their bodies and an awareness of others.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children's creative development is very good. They are provided with a wide variety of opportunities that allow them to use their imagination to communicate ideas and express themselves through music, art, dance and role play. The children are provided with activities that encourage them to explore colour, texture, shape and form and respond to their senses.	
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:

- No significant weaknesses were identified at this inspection, however the staff team believe that there is always room for improvement and would like to improve their range of equipment and activities.
- The staff team report that they will continue to take part in training to help them meet the needs of the children.

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.