



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 146762

DfES Number: 524922

INSPECTION DETAILS

Inspection Date 08/03/2004
Inspector Name Margaret Coyne

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Knebworth Pre-School Group
Setting Address Trinity Church
Park Lane
Knebworth
Hertfordshire
SG3 6PD

REGISTERED PROVIDER DETAILS

Name The Committee of Knebworth Pre-School 1022928

ORGANISATION DETAILS

Name Knebworth Pre-School
Address Trinity Church
Park Lane
Knebworth
Hertfordshire
SG3 6PD

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

Knebworth Pre-school opened approximately thirty years ago. The pre-school operates from three rooms and an outdoor area with the optional use of other rooms. It is located within the Trinity Church hall in Knebworth. The pre-school serves the local community.

There are currently 44 children from 2.6 years to 5 years on roll. This includes 16 funded three year olds and 8 funded four year olds. The group supports children with special needs and those who speak English as a second language.

The pre-school is open five days a week term time only. Sessions are from 9.00 until 15.00 on Monday, Tuesday, Wednesday and Thursday and from 9.00 until 12.00 on Fridays. Children attend both full and part time sessions.

There are seven members of staff working directly with the children, one of whom is part time. In addition to this a volunteer works one day a week. Over half the staff have an early years qualification to NVQ level two or three. Two members of staff are currently working towards a higher level in an early years qualification.

The pre-school receives support from an early years teacher/mentor from the Early Years Development and Childcare Partnership. The pre-school has been awarded the Herts Quality Standard.

How good is the Day Care?

Knebworth Pre-School Group provides a good standard of care for children.

All aspects of the provision are well organised and staff are deployed effectively. They have a high regard to the policies and procedures that they implement consistently. They continually look at ways to improve their practice. High priority is given to children's safety in the setting.

Most documentation is in place to support the management of the group and these are stored in a safe and confidential manner. Care must be taken to ensure that all

committee members are appropriately vetted.

An effective key worker system enables staff to establish supportive relationships with children and parents. Staff plan a range of activities which the children enthusiastically take part in. They play confidently, independently and with support. There is a wide range of toys and equipment for children to access which is appropriate to their ages and stage of development. The role play areas are well thought out to provide children with a range of resources to stimulate their imaginations. Staff are attentive to the children's needs and support and direct them during activities. Good use is made of the outdoor area with a range of outdoor equipment and resources for children to select. They also have access to a large hall for group activities. Snacks are varied and nutritious and snack times are a happy social occasion. Children are well behaved and respond positively to direction from staff. Children with special needs are well supported and good relationships have been developed between staff, parents and support teams.

The pre-school works closely with parents and carers. They are kept informed of their child's progress both informally and formally during parents meetings. Parents take part in a family learning session and share activities with their children. Staff are approachable and friendly which has a positive impact on the parents and children.

What has improved since the last inspection?

Not applicable

What is being done well?

- The staff's relationship with the children is excellent. Interaction is positive and caring. Children are happy and confident and the staff present themselves as positive role models. The children are learning to respect and value those around them and their environment. Children behave well and respond positively to direction from staff.
- The presentation of toys and activities encourage the children to take part and show respect for the equipment. Dressing up clothes are hung on a rack that is easily accessible and attractive to the children. All activities are available for every child to participate in and are age appropriate for individual stages of development. Resources are available to reflect positive images of culture, gender, and disability which allows the children to extend their learning outside their day-to-day experiences.
- The support provided to meet the special needs of all children is excellent. Children with a special need are able to receive one to one support if required and their needs are met in a positive and caring manner. This helps the children to develop their confidence and feel secure whilst in the group and fully promotes their development.
- The relationship between staff and parents is well developed. This impacts on the children's sense of security with the staff. Parents are invited to attend a family learning session each week and take part in a range of interesting

activities with their children and staff. This enables them to foster better relationships and to gain an inside knowledge of the pre-school.

What needs to be improved?

- the system to ensure all members of the committee are vetted
- the policies for the procedures to follow in the event of a lost child and in the event of any allegations made against a member of staff
- the complaints procedure to ensure the regulators details are included.

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
1	Make sure suitable arrangements are in place for the vetting of all members of the committee.
2	Devise and implement a policy for lost children.
12	Ensure the complaints procedure includes the regulators details.
13	Devise a procedure to be followed in the event of any allegations made against a member of staff

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

How effective is the nursery education?

The provision for nursery education at Knebworth Pre-School Group is of high quality. Children are making very good progress towards the early learning goals.

Teaching is very good. Staff have a sound knowledge of the Foundation Stage and use effective direction for children to encourage them to think for themselves and be self-motivated. However children would benefit from an explanation about activities available at the beginning of each session. There is an excellent range of resources available to provide children with stimulating and challenging opportunities to learn. Children explore a range of new experiences. They behave well and respond to direction from staff. Staff have a calm and caring approach and encourage the children at all times.

Comprehensive plans are in place. These are devised to set clear learning intentions for the children. The plans are evaluated to ensure they meet the educational needs of all the children. Valuable teaching strategies are employed which support what each child can learn and discover. An assessment system is used to record children's progress through the stepping-stones and to inform future planning. Excellent systems are in place to support children with special educational needs.

Leadership and management is very good. The nursery benefits from two dedicated leaders who work closely together supporting an enthusiastic team of staff. Staff work very well together in providing an effective learning environment for children. The nursery continually monitors and evaluates the effectiveness of their practice and work closely with a supportive management committee.

Partnerships with parents and carers are very good. Parents are welcomed into the group and are provided with information both verbal and written. They have access to children's development records and are encouraged to extend learning at home. They attend parents meetings, and are encouraged to be involved in all aspects of their child's learning.

What is being done well?

- Children's personal, social and emotional development is given high priority which enables children to gain in confidence and fosters feelings of security. Staff display children's work well which helps develop their self-esteem and confidence. Staff interact well with children giving them opportunities to become self-motivated, responsible and independent.
- Use of resources and space is excellent. High quality equipment and toys are in place to promote learning and challenge the children in all areas. Children make good use of the outside area and enjoy physical activities. They express interest and wonder when examining living things such as watching caterpillars turn into butterflies.

- Language and literacy is well promoted. Children use language to express themselves and interaction between the children when engaging in role play is excellent. Children are developing a good awareness of letter shapes and can read their own names and other words. Letter formation is developing well with older children as they practise their writing skills in a formal and informal way.
- Children use mathematical equipment confidently. Staff support children in activities allowing them opportunities to develop and discover mathematical knowledge for themselves. They have adult support in some structured learning and can confidently use calculation and recognise, count and write numbers.
- Children's computer skills are developed well. They have the use of three computers with various programs and enjoy one to one tuition with teacher support. Children confidently use the programs to support learning in other areas and are confident when using the keyboard and mouse.

What needs to be improved?

- explanations given to children about the daily activities to allow them to make free and independent choices from the range available each session.

What has improved since the last inspection?

The pre-school has made very good progress since the last inspection. They have continued to develop their planning and evaluation processes which has had a positive impact on extending their good practice.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children form strong relationships with others in the group. Their independence is well fostered by staff. Children's concentration levels are high as they become absorbed in activities. They share resources and behaviour is generally good. Children respond well to direction, and play cooperatively together. They are secure and confident, staff reinforce this with constant praise and encouragement. One child happily stated that 'this is the best school ever'

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's listening skills are good. They enjoy stories and songs and interact well at these times. They have an understanding that print carries meaning. Children's writing skills are developed well. They recognise and write words using props such as chalk and wipe boards. Staff introduce words that children include in their conversations i.e. when discussing how the caterpillars were in their cocoons and getting ready to be beautiful butterflies.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children have a growing awareness of counting, calculation and number recognition. Some children confidentially count to ten and beyond. Staff encourage children to count and compare size, weight and shape during structured activities, number songs and rhymes and when using programmes on the computer. Children have a sound knowledge of shape and could build different shapes using construction materials. Staff introduce children to mathematical language in both planned and everyday activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children's curiosity is developed with a range of activities. They discover the natural world; grow plants and seeds and experience change by seeing how caterpillars change into butterflies and through practical activities such as melting jelly cubes. Children confidentially use a range of ICT equipment including computers and have individual tuition from a teacher. They have opportunity to construct using different techniques and enjoyed creating flower displays for mothers day.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children use a range of equipment both inside and outside to develop large motor skills. They confidently climb, jump and balance and can peddle bikes. Children use their bodies to effect desired movements i.e. when moving to music and using the parachute. Their dexterity is developed well. They have good hand and eye coordination and successfully manipulate one handed tools such as scissors and pencils. Children enjoy visits from a nurse and optician and gain an insight into keeping healthy.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children imitate life experiences i.e. libraries, hairdressers, doctors and home corner. They explore colours using different techniques such as mirror painting butterflies and black and white silhouettes of themselves. They take part in music and dance and use musical instruments when singing. Children create on a large scale and individually. Staff display their work well. Children enjoyed a game where they matched smells to a picture and became very good at matching unusual smells .

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 opportunities for staff to provide children with explanations about the daily activities to allow them to make free and independent choices from the range available .

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.