



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 204015

DfES Number: 581808

INSPECTION DETAILS

Inspection Date	14/07/2004
Inspector Name	Lynn Clements

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Little Treasures Pre-School
Setting Address	Church Leys Harlow Essex CM18 6BY

REGISTERED PROVIDER DETAILS

Name	Beryl Coleman
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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

Little Treasures Pre-school opened in 1996. It operates from a large hall and rooms at the Friends Meeting House situated in a residential area of Harlow. The pre-school serves the local community.

There are currently 40 children on roll. This includes 17 funded three year olds and 6 funded four year olds. Children attend for a variety of sessions. The setting currently supports a small number of children with special educational needs and has strategies in place to support children with English as an additional language.

The group opens five mornings a week during school term times. Sessions run from 09:30 until 12:30 Monday to Friday.

Nine members of staff work with the children. Over half the staff have early years qualifications to NVQ level 2 and 3. One member of staff is currently working towards a recognised Early Years qualification. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP) the Pre-school Learning Alliance (PSLA) and the area Special Educational Needs Coordinator (SENCO).

How good is the Day Care?

Little Treasures Pre-school provides good care for children.

The pre-school employs experienced, motivated staff who work well as a team and are keen to continue their professional development. The setting is well organised and staff know their responsibilities. The premises offer a suitable environment for young children and is welcoming and well maintained. Documents are kept safe and are consistent with the National Standards. However, the child protection, behaviour management and complaints policies require minor additions.

Staff are aware of safety issues and daily risk assessments ensure the environment remains safe. The premises are secure, with effective systems for the safe arrival

and collection of children. Staff promote good hygiene practices and take appropriate action if children are ill to avoid cross infection. Staff will be seeking signed permission from parents in the event of medical emergencies. Healthy snacks are available daily and dietary needs are respected. Children learn about similarities and differences through activities, resources and positive staff attitudes. There are good procedures in place to ensure any concerns regarding children are dealt with appropriately.

Staff use the Foundation Stage curriculum to plan a balanced range of activities for children. All children attending are provided with meaningful play opportunities which promote progress in all areas of learning. The special educational needs co-ordinator works closely with parents and other professionals to ensure children with special needs make good progress. Staffs' high expectations and consistent approach supports children's understanding of boundaries and as a consequence behaviour is good.

Parents are kept well informed about their child and are given opportunities to share information and discuss progress and development. Parents are encouraged to participate in pre-school life.

What has improved since the last inspection?

At the last inspection the setting agreed to complete the following actions:

To ensure that privacy and confidentiality is maintained by staff in relation to children's records and to make arrangements for the secure storage of documents and personal data and to make all information accessible for inspection purposes by the relevant authorities. Finally to devise a system for registering the attendance of staff and children to include arrival and departure times.

All records are now stored in locked cupboards and filing cabinets. Clear filing systems are in place and records are organised for ease of accessibility in the event of inspections. Staff have clear guidelines regarding confidentiality and this also forms part of staff induction programmes. An arrival and departure record has been devised in addition to the daily register and is signed by parents on arrival and collection.

What is being done well?

- Provision for special educational needs is sensitive and supportive of families and children. Staff work closely with both the families and other professionals to ensure children's needs are met and progress is made.
- Partnership with parents is excellent. Staff make time and space on a daily basis to share information. A prospectus is in place and appointments available which enable parents to discuss their children's assessment records. Pre-school events such as sports day provides further opportunities to include the family in pre-school life, including grandparents and other relations.

- Commitment to professional development is high; all staff undertake training and in house training sessions enable them to consolidate their understanding and continue to provide a high quality learning environment for all children.
- Staff have a very good knowledge and understanding of the Foundation Stage and how young children learn through good quality play based situations and practical experiences. Staff provide a multi-sensory environment for children to explore, including textures such as dough, wool, paints, sand, water and stones.

What needs to be improved?

- older early years qualifications
- the behaviour management, complaints and child protection policy
- signed permission regarding emergency situations.

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	Ensure that staff's older, early years qualifications are brought up to date.
7	Ensure that signed permission is in place for all children attending the pre-school to seek emergency medical advice or treatment.
14	Review policies and procedures so that the behaviour management policy includes information about bullying; the complaint's policy includes the regulators name and contact details; and the child protection policy includes contact details for the local police and Social Services.

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 Little Treasures Pre-school is good. It enables children to make very good progress in their personal, social and emotional development, communication, language and literacy, knowledge and understanding of the world and physical development. They make generally good progress in all other areas of learning.

The quality of teaching is generally good. A substantial number of staff hold relevant qualifications. Senior staff monitor and evaluate teaching practice to ensure all staff are working appropriately with children. Staff provide a rich learning environment for children to explore. They have good relationships with children, asking questions, helping them to develop their thinking skills and extend their ideas. Staff are caring and sensitive to children's needs and they are positive role models, helping children to share fairly, take turns and respect each other.

Staff observe children and record their progress, however, this could be use more effectively to fully inform planning of the next steps in the children's learning programme. Provision for children who need extra support is excellent.

Leadership and management is generally good. The manager and staff meet regularly to discuss the daily routines and the curriculum planning. Staff appraisals are in place and managers are proactive in supporting staffs professional development.

Partnership with parents is very good. Staff are approachable and regularly share information with parents. Parents are confident with the support of the setting and feel included in their child's experiences.

What is being done well?

- The programme for knowledge and understanding of the world is very successful. Staff spend time ensuring that activities build upon what children already know. Communication topics provide children with first hand experiences such as using telephones, writing letters and learning sign language. Staff use open questions and suggest ideas to extend children's vocabulary and understanding through play and investigation.
- Children's personal, social and emotional development is encouraged in many ways. Self care, child height furniture and accessible equipment and resources enable them to increase their personal independence skills, such as making their own snack, pouring drinks, hanging up their coats and seeing to their personal hygiene. Children select resources and are able to work independently within a multi-sensory, child centred learning environment.
- Leadership and management is effective in responding to the needs of the

children, parents and staff. Monitoring and evaluation procedures enable any concerns to be dealt with sensitively, quickly and effectively and the identification of strengths and areas for development within the provision ensure that continued good practice and high quality care and education is offered.

What needs to be improved?

- the planning and assessment records
- children's understanding of calculation in relation to subtraction
- opportunities for children to explore repeated sound patterns using musical instruments and matching movement to music.

What has improved since the last inspection?

The pre-school has made very good progress since the last inspection when the following key issues were raised:

Update records of progress in relation to the early learning goals and secondly to provide more activities to encourage children to use familiar letters and words, and to write their name. Emphasis on reading left to right.

Children's records now reflect all six areas within the early learning goals and staff continue to develop these.

The kipper books have been introduced and reading diaries are maintained with parents. Adults build on children's phonic knowledge helping them link sounds to letters and to sound out the letter in their names when writing them, laying foundations for later reading and writing.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are confident and have high self esteem. They move around the setting independently, building on personal skills. Children are excited and motivated to explore and are supported by caring, sensitive staff who know them well. Children co-operate and negotiate with one another as they work and play in groups. Behaviour is very good; children respond to clear boundaries and high expectations. Good ratios enable staff to offer 1-1 support as appropriate.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Speaking and listening skills are fostered well by adults. During adult led activities children are introduced to new vocabulary and encouraged to consider the meanings of new words such as seasons and growth. Adults provide many opportunities for children to develop their writing skills, such as role play post offices when children create their own passports and write letters. Children are learning to link sounds to letters, supporting phonic knowledge for later learning.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children count in sequence and also know when and which numbers are missing in number lines. Practical activities enable children to solve problems in addition such as how many cups are needed at snack time. However, calculating skills regarding subtraction require further development to enable children to say with confidence when they have one less than. Children discover capacity and quantity while playing in the sand and water trays or mixing ingredients in cooking activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Topics throughout the year are planned well to develop children's sense of time and place. Resources, artefacts and natural materials are used well. Children observe change when planting cress seeds and investigating the life cycle of caterpillars. They learn about communication technology such as telephones, computers, letters, radios and other languages including sign language and Braille books. They explore similarities and differences of festivals and customs around the world.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move freely around the setting with good coordination and spatial awareness. They climb, balance and travel through and over obstacles, equipment and apparatus. Children learn about their bodies, and topic work helps them to link healthy diets and exercise to remaining fit and healthy. Children use wheeled toys with confidence and control. They explore malleable materials, pulling, squeezing and moulding dough into different shapes. Fine motor skills are developed appropriately.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children use their imagination in role play situations becoming doctors and ambulance drivers, while other put out fires in the play house. They create collages and 3D models such as self portraits, salt dough flowers and junk model post boxes and telephones. Children investigate different textures such as snow, paint, wool and glue. They play musical instruments, although, more opportunities could be made to enable them to investigate repeated sound patterns and link movement to music.

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

- develop the planning and assessment records to show clear learning intentions in weekly plans related to all six areas of learning. Ensure that assessment records of funded children show their next steps for learning
- increase opportunities for children to develop calculating skills in relation to subtraction, for example helping them to say with confidence when they have one less than, linked to taking away
- provide further opportunities for children to explore repeated sound patterns with musical instruments and match movements to music.

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.