



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 306483

DfES Number: 520842

INSPECTION DETAILS

Inspection Date 23/04/2004
Inspector Name Sylvia Cornock

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name See-Saw Pre-School Playgroup
Setting Address Moreton Road
Upton
Wirral
Merseyside
CH49 6LL

REGISTERED PROVIDER DETAILS

Name The Committee of See-Saw Pre-School Playgroup 516127

ORGANISATION DETAILS

Name See-Saw Pre-School Playgroup
Address St. Josephs RC Primary School
Moreton Road
Wirral
Merseyside
CH49 6LL

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

See-saw Pre-school opened in 1983. It operates in a self contained area within St Joseph's Primary School, Upton, Wirral. It serves the local community and beyond. The group is administered by a parents committee.

There are currently 60 children on roll. This includes 29 funded three year olds and 17 funded four year olds. There are no children currently attending who have special needs or any who have English as an additional language.

The group open five mornings 9.00. to 11.30. and five afternoons 12.45. to 15.15. term time only.

There are six members of staff who work directly with the children, of whom four hold relevant National Vocational Qualification (NVQ) in childcare with two members currently undertaking NVQ level three. The group are supported by a teacher from Sure Start and are currently working towards the Pre-school Learning Alliance accreditation scheme.

How good is the Day Care?

See Saw Pre-school provides good quality care for children. Staff qualifications are above the required fifty percent, they are enthusiastic and committed to further training to enhance existing good practice. Staff/child ratios are good, which enables children to receive appropriate support and encouragement during each session. The environment offers a warm and welcoming atmosphere where children feel valued. Space is used well, with suitable equipment and furniture provided. All documentation is in place and well kept, but some minor amendments are required.

There are well managed, clear routines that help children feel secure. Staff complete regular risk assessments on the building and equipment. Staff emphasises safety at all times and children have a good awareness of potential dangers. Children's individual dietary needs are met well, however access to drinking water is not freely available at all times for children. Aspects of hygiene practices are good throughout

the pre-school. Children have equal access to all activities. There is a clear child protection policy for staff and parents.

The pre-school plans a wide variety of interesting and exciting activities both indoors and outside for all children. The large range of good quality equipment ensures children have many opportunities to develop and learn, and to progress to their full potential. Staff know the children well, they encourage them by talking and playing imaginatively, which help children look forward to their day. Staff/child interaction is effective, as a result the children have 'fun' and their behaviour is good.

There are very good relationships with parents. The business-like approach and well documented policies ensure continuity of care for their children. They share information about the children through daily discussion. Parents make positive comments about the care provided.

What has improved since the last inspection?

At the last inspection the pre-school agreed to include statements in their policy document with regards to administration of medication, special needs and complaints procedure. They also agreed to keep written proof of staffs vetting clearance, provide parents with information about the parents committee and obtain contact details of the area child protection committee.

The pre-school now have a very comprehensive policy document which includes all relevant required information, including names of the parents committee and details of the area child protection committee. There is a system for keeping information on staffs clearance and suitability for working with children. This ensures that parents are kept well informed of the care and safety of their children.

What is being done well?

- The high staff ratios and good qualification levels mean that children's individual needs are being thoroughly assessed and well met during sessions.
- Throughout the pre-school the planned activities provide a wealth of experiences and opportunities that are interesting and exciting, to promote children's welfare and develop their learning skills.
- The toys and equipment are varied, accessible, stimulating, and well set and spaced out, enabling children to freely choose.
- There is a strong emphasis on safety. The use of a door alarm ensures children's safety inside and outside the pre-school.
- The encouragement and praising of children leads to good behaviour, including good personal hygiene, table manners and kindness.
- There are comprehensive well written policies, covering all aspects of the pre-schools work, which is share with parents and understood by all staff.

What needs to be improved?

- arrangements to ensure all staff have induction training which includes health and safety and child protection policies and procedures in their first week of employment
- the availability of fresh drinking water to children at all times.

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 | Devise a system to ensure all staff have induction training which includes health and safety and child protection policies and procedures in their first week of employment. |
| 8 | Ensure fresh drinking water is available to children at all times. |

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

How effective is the nursery education?

The provision is acceptable and is of high quality. Children are making very good progress towards the Early Learning Goals, in all six areas of learning. They are happy and confident within the setting and demonstrate a high level of involvement and enjoyment in activities provided.

The quality of teaching is very good. Staff have a secure knowledge and understanding of the Foundation Stage. There is a planned programme of activities and experiences across all six areas of learning. However more opportunities for children to use larger apparatus would further develop their existing physical skills. Organisation of staff and resources enables all children to make very good progress. Children's behaviour is well managed. Observations and assessments are used to record children's achievements and progress. These are used as a tool to identify the next steps of learning. Staff continually evaluate the assessment system.

The quality of leadership and management is very good. The committee liaises closely with staff to ensure the pre-school's aims are carried out. There are regular committee and staff meetings which clearly identifies roles and responsibilities to ensure children's progress is maintained. The committee support all staff in developing their existing skills as they ensure training needs are addressed appropriately, to support children's learning. Monitoring and evaluation of the effectiveness of individual activities are recorded. All staff work hard to improve any areas of weakness identified.

Partnership with parents is very good. Parents receive comprehensive information about the setting, including the educational programme. They are kept well informed about the activities children do and the areas of learning that these cover, through parents evenings and children's progress books. In addition informal daily sharing of information and discussions about their child's progress contributes to their record.

What is being done well?

- Staff use their knowledge of the Foundation Stage to plan activities to meet children's individual needs. They provide an effective curriculum covering all areas of learning. They support, encourage and challenge children's thinking and provide a stimulating environment, where children are clearly valued and included.
- There is a good balance of free play and adult initiated activity within the setting. Children are able to choose from a wide range of play materials which are easily accessible to them. They have the freedom of movement to alternate from one activity base to another.
- Effective systems are in place for monitoring children's achievements. Staff use observations for planning future activities based on the individual

learning needs of children.

- Staff attend training courses focussing on different areas of the curriculum. Staff apply this knowledge and expertise to practice. In drawing up activity plans staff set out clear aims and objectives in what they wish children to achieve. Staff evaluate the outcome of individual activities.
- The nursery's routine incorporates active and quiet times allowing children to engage in physical and relaxing activities.
- Children are familiar with the nursery's boundaries and respond positively to these. Effective systems in place for keeping parents informed about their children's progress.

What needs to be improved?

- the use of the outdoor area to promote children's physical abilities in balancing and climbing

What has improved since the last inspection?

The pre-school has made very good progress towards implementing the two key issues made at their last inspection.

The system for recording assessments of children has been developed, as they use the Wirral Foundation Profile assessment and development document for each child, this covers all six areas of learning, and ensures all children are progressing in their learning.

Parents and carers receive a comprehensive information pack and termly newsletters which inform parents of the educational programme of learning, covering all six areas. Thi encourages parents to extend children's learning at home.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy, confident and secure within the setting. They develop their confidence, independence and self reliance as they select their own activities and putting things away. Children demonstrate a high level of personal independence, as they select resources for themselves. Children's behaviour is very good. They are kind and considerate to each other and treat each other with respect. They have an understanding of others in the community, through observation, when outside.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

All children communicate well with each other and the staff, using language with increasing confidence and developing skill. They are confident when speaking in groups. Dialogue in role play is particularly imaginative, for example, as they discuss with each other what topping to use to decorate the pizza. Children are learning to recognise their names, can match sounds to letters and letters to form words. They freely select books to support their reading and writing skills.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

The children have many opportunities to use their counting skills, they count to 10 with more able children counting to 20 and beyond. They solve mathematical problems well in planned practical activities. They have a good understanding of addition and subtraction, as they sing mathematical rhymes and songs. Children recognise shape, they use language well to describe, size, shape and quantity, when completing drawings, pictures and scissor work.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children learn about the environment through observing the immediate surroundings around them. They examine and explore a wide range of objects, materials and living things by using their senses. They look at similarities, differences, pattern and change as they examine fruit and vegetables, and record their findings. They are developing an awareness of the wider world as they celebrate festivals and special events. They have access to computers where they show confidence and use them well.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move around the environment with confidence and good control. They show an awareness of space, themselves and others. They have some opportunities to develop strength and balance through using climbing apparatus and wheeled toys, however this area could be further developed. They understand the importance of keeping healthy when discussing their snacks. They handle small tools such as writing implements, scissors, brushes and glue spreaders with good control.

CREATIVE DEVELOPMENT

Judgement: Very Good

The children enjoy exploring colour in imaginative ways through art and craft activities. They use many different textures and materials to create pictures, such as 'the sunshine tree'. They express and communicate their ideas by using a widening range of tools. Children enjoy imaginative role play, movement, and singing songs. They respond to what they see, taste, touch and feel with enthusiasm. They use small equipment well, fitting building and construction kits with dexterity.

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:

- make greater use of the outdoor area to promote children's physical abilities in climbing and balancing.

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.