



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 127166

DfES Number: 515725

INSPECTION DETAILS

Inspection Date 29/04/2004
Inspector Name Susan Jennifer Scott

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Eccles Pre-School
Setting Address Methodist Church Hall
Bull Lane, Eccles
Aylesford
Kent
ME20 7HE

REGISTERED PROVIDER DETAILS

Name The Committee of Eccles Pre School 1032372

ORGANISATION DETAILS

Name Eccles Pre School
Address Methodist Church Hall, Bull Lane
Eccles
Aylesford
Kent
ME20 7HE

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

Eccles Pre-School opened in 1975. It operates from a hall and has use of a small room and a secure garden. The premises are attached to the Methodist Church in the village of Eccles on the outskirts of Maidstone. The pre-school serves the local area.

There are currently 40 children from two years and nine months to five years on roll. This includes eight funded three-year-olds and eight funded four-year-olds. Children attend for a variety of sessions. The setting does not currently support any children with special needs, or who speak English as an additional language, although they have done so in the past.

The group opens five mornings and one afternoon a week during school term times. Sessions are from 09:30 until 12:00 and the afternoon session for children attending school during the same academic year are from 12:30 until 15:00.

There are six part time staff who work with the children. Over half the staff have early years qualifications to NVQ level 3. There is one staff member currently working towards a recognised early years qualification.

The setting receives support from a teacher from the Early Years Development and Childcare Partnership (EYDCP).

The pre-school are a Pre-School Learning Alliance (PLA) constituted group managed by a voluntary committee. They have been accredited by the PLA.

How good is the Day Care?

Eccles Pre-school provides good quality care for children.

All aspects of the provision are well organised and effective use is made of the space and resources by the staff in the pre-school to ensure that all children are well cared for and can access a good variety of stimulating equipment. The pre-school offers children a well resourced and relaxed environment for children to pursue a

stimulating range of practical activities which encourage children to develop their skills and to learn. Staff are guided by a clear set of policies and procedures which are regularly reviewed to ensure they meet the needs of the children attending. The documentation needs only a minor adjustment to meet the requirements and provide full and accurate information.

There is good security inside and staff pay attention to safety although there is a minor safety issue which needs to be checked concerning the fire appliances. There is an effective key worker system which enables staff to establish good relationships with children and their parents. Children benefit from consistent routines and imaginative activities which support good behaviour management techniques, although on occasions children would benefit from one to one support. In all aspects of provision, children with special needs are well supported and fully included in activities.

There is an excellent partnership with parents supported by an active management committee with good parental involvement and support. Staff share the progress children are making and regular opportunities are offered to parents to exchange information and design and review individual learning plans. Parents are welcomed into the pre-school and receive a variety of newsletters and can access information about the routines.

What has improved since the last inspection?

At the last inspection it was recommended that children should not share a bowl of water to wash their hands. The hygiene procedures have been reviewed and running water is always used to wash the children's hands now.

What is being done well?

- The provision is well organised with clear policies and procedures which are understood by staff and used effectively;
- Children are provided with well-planned activities which are imaginative and fun, encouraging their enthusiasm and promoting their learning;
- Procedures to observe, assess and monitor children with difficulties are understood, compliant with the Code of practice for the Identification and Assessment of Special Needs and practice is inclusive.

An aspect of outstanding practice:

Partnership with parents is excellent: the contributions of parents is positively encouraged, they are encouraged to contribute to, and participate in the review of the individual learning plans. Parents are welcomed, they have regular verbal feedback and can view children's records on request.

What needs to be improved?

- the system to maintain the fire equipment;

- assessment of when one to one support would be beneficial for all children;
- the clarity of the Child Protection and confidentiality policy.

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
6	ensure all fire fighting equipment is regularly maintained
11	ensure there is one to one support if needed
13	review the Child Protection policy concerning confidentiality

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 Eccles Pre-School is acceptable and of high quality. It enables children to make very good progress towards the early learning goals in all areas of development.

The quality of teaching is very good. Staff plan a variety of practical activities, both in and out of doors, and understand what children learn from them. Resources are of good quality, plentiful and well organised to increase children's independence. Staff are skilled at providing for children's development and progress. They maintain a dialogue with them and ask questions to encourage them to find things out and talk about what they are doing. Group activities for the funded children are presented in an enthusiastic and lively manner.

Staff plan, observe and keep good records of children's learning in each of the six areas. Their assessments are evaluated against the stepping stones and early learning goals. As a result, they provide a good basis on which to plan the next steps in children's learning, and a clear picture of progress to share with parents. Individual Learning Plans are compiled and reviewed with parents each half term.

The leadership and management of the pre-school is very good. The supervisor has developed a committed staff team who have a collaborative approach to their work. Staff are supported effectively by the management committee who are actively involved in all aspects of the provision. Staff monitor and evaluate the quality of teaching using set criteria, and identify areas for development as well as the progress the children are making.

The partnership with parents and carers is very good. Parents take an active part in compiling individual learning plans and reviewing these each half term with the key worker. Parents' observations and comments are valued and questionnaires have been used to quality assess the service. Parents are active on the management committee and are well informed about the provision.

What is being done well?

- Children's personal, social and emotional development is very good: teaching encourages children's self esteem and gives them independence and responsibility for their behaviour, which is excellent;
- Staff enable children to be enthusiastic learners, challenging and supporting them well so that they are confident, interested and well motivated;
- Staff provide an extensive range of resources and well planned activities which are linked well to the topics; these encourage children to use their imagination and extend their learning effectively;
- Staff have a good knowledge and understanding of the Early Learning Goals

and Stepping Stones, enabling them to promote children's learning and development effectively by careful assessment and good observations of children's progress.

What needs to be improved?

- There are no weaknesses but consideration should be given to restricting waiting times when
- group activities or routines are beginning and ending, such as the preparation for snack time when children might wait at tables with no activity to focus on.

What has improved since the last inspection?

There were no significant weaknesses to report, but the following points for development were considered:

the pre-school should continue to provide further opportunities for the children to write their names with appropriate use of upper and lower-case letters.

The staff have responded by providing frequent opportunities for children to observe and discuss the differences between upper case and lower case letters and there is use of some phonic strategies to raise children's awareness. Children are able to write their names on work if they wish to do so.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children's behaviour is very good. They learn to share and to co-operate with each other and with adults. They show confidence in their daily routine and assist in tidying up. Children relate well to those around them. The children are encouraged to take control of their own learning: they make choices independently from the activities provided for self selection and show concentration and perseverance. The children's self esteem is encouraged through the display of their own work.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children enjoy varied opportunities to develop their skills in speaking and listening. Children listen attentively to stories and share their ideas through good discussions with staff and during their imaginative play. Staff encourage the children to notice the pictures and text and use "props" well to extend their understanding. Children recognise their first names and experience good opportunities and activities to encourage them to recognise sounds and shapes of the letters of the alphabet.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children enjoy practical activities and staff encourage the development mathematical language to increase their understanding. There is a varied range of equipment, which children use with enthusiasm to support their exploration of number, shape and pattern. The children are developing skills in matching, comparing, sequencing and counting as well as solving simple mathematical problems in practical ways through well planned activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

The children have good opportunities to explore and investigate a range of resources and activities to develop their understanding of technology and of how things work. They are encouraged to investigate and their curiosity is stimulated by noticing patterns and changes and using all their senses. Children enjoy making models from construction kits and exploring a variety of craft materials. They observe natural and made objects and talk about and explore features of living things.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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The children have good opportunities to explore the space around them and to move with confidence and co-ordination. They enjoy good opportunities to enhance their manipulative skills: they learn to handle tools with increasing control. Children use the apparatus both indoors and outside to develop climbing and balancing skills. They are set challenges, such as balancing along planks, and staff support and encourage new skills enabling children to jump and land safely.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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A well planned variety of role play equipment enables children to play imaginatively and cooperate in small groups. Children explore a wide range of materials to provide opportunities for them to investigate colours and texture and taste. Daily activities and planned themes provide good opportunities for children to respond to what they see, smell, touch and feel. Children have good opportunities to enjoy singing and explore music making, imitating the differences between loud and soft sounds.

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:

- Point for consideration:
- Restrict waiting times when group activities or routines are beginning and ending, so that children have an activity to focus on.

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.