



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 254189

DfES Number: 500596

INSPECTION DETAILS

Inspection Date	09/03/2004
Inspector Name	Sally Ann Hubbard

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Newton Flotman Pre-School
Setting Address	Newton Flotman Village Centre Norwich Norfolk NR15 1QF

REGISTERED PROVIDER DETAILS

Name	The Committee of Newton Flotman Pre-School 1073849
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ORGANISATION DETAILS

Name	Newton Flotman Pre-School
Address	Newton Flotman Village Centre Norwich Norfolk NR15 1QF

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

Newton Flotman Pre-school opened in 1977. It operates from one main room in the village hall in the village of Newton Flotman. Newton Flotman Pre-school serves the local area.

There are currently 46 children from two to five years on roll. This includes 16 funded three year olds and six funded four year olds. Children attend for a variety of sessions. The setting does not currently have any children attending with special needs or who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 09:15 until 11:45.

Six staff work with the children. Two of the staff have early years qualifications to NVQ level 3. Other staff have attended relevant training workshops and courses and have experience. The setting receives support from a teacher/mentor from the Early Years Development and Child Care partnership (EYDCP)

How good is the Day Care?

Newton Flotman Pre-school provides good quality care for children.

The pre-school have detailed policies and procedures which they implement to ensure that all adults are suitable to provide day care and look after children. They have sufficient staff to meet required ratios and space in the hall is very well organised to provide a stimulating range of activities. The premises is made safe, secure and welcoming to children and there is sufficient furniture, equipment and resources, which are appropriate for the children attending. All the required records and documentation are kept, readily accessible, but stored securely.

Staff have a good awareness of safety issues and take positive steps to promote this both within the setting and when they go on outings. Staff promote good health and hygiene, but the first aid box contents may not meet the required standards. Staff

provide children with healthy snacks and drinks and obtain sufficient information about children's dietary or religious requirements. Staff positively promote equality of opportunity, children are treated as individuals and have appropriate resources. Policies and procedures are in place that would be followed if abuse or neglect is suspected.

Staff plan and provide an excellent range and balance of activities, which help children to make good progress in all areas of development. Children interact very well with adults and other children, are happy and engrossed in the activities throughout the session, co-operating, sharing and taking turns. Staff provide very positive role models for children who behave well during the session and treat others with respect.

Staff have very good relationships with parents and provide them with good information about the pre-school and activities. Parents discuss their children's progress and share information with staff. They involve themselves in the running of the group by serving on the management committee and helping out in sessions.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Staff have very good relationships with each other and work closely together as team and have very clear roles and responsibilities. The space in the hall and the sessions are very well organised.
- Staff provide an excellent range of stimulating activities and use the equipment to support children's play and learning.
- Staff promote healthy eating and children are provided with healthy snacks and drinks.
- Staff provide positive role models for children's behaviour, children are given praise, encouragement and are treated with respect. This is reflected in children's behaviour as they behave well and treat others with respect and show care and concern.
- There are very good partnerships in place with parents and carers who give positive feedback about the care and education their children receive. They become involved in running the group by serving on the committee and also help out during sessions.
- Record keeping is very well organised, clearly labelled and accessible during sessions.

What needs to be improved?

- the contents of the first aid box to ensure they comply with current Health and Safety (First Aid) Regulations.

Outcome of the inspection
Good

CONDITIONS OF REGISTRATION
<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
<i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i>

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
7	ensure that the first aid box and its contents comply with Health and Safety (First Aid) Regulations

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 Newton Flotman Pre-school enables children to make very good progress towards the early learning goals in all areas of learning.

The quality of teaching is very good. Staff have a good knowledge and understanding of the foundation stage. They are all involved in the planning process and know the learning objectives for each activity. Written curriculum plans cover all six areas and a system is in place for ensuring a balance across all six areas and the stepping-stones. Plans clearly identify what children are to learn and allow for all children to be included in activities whatever their age or ability. Staff make very good use of the outside area and plans are in place to support this. Staff make the learning environment stimulating, exciting and welcoming to children. They work with the children, at their level, discussing the activities and asking them appropriate questions. They know the children well, are positive with them, encourage appropriate behaviour, and give children praise and encouragement. Staff make regular assessments of children's progress, which are linked to the stepping stones and used to move them on to the next stage of learning.

Leadership and management is very good. Staff work very well together as a team and have clear roles and responsibilities ensuring sessions run smoothly. Management committee and key staff are keen to promote good practice throughout the staff team. Staff are able to attend training and other short courses and spend considerable time planning and discussing activities together. They are also committed to improving and developing the quality of care and education they provide.

Partnership with parents is very good, they are provided with clear, good quality information about the setting and care and education provided. Parents share information and are able to be involved in and contribute to children's learning. They can also make comments in their child's diary book.

What is being done well?

- Children are making very good progress towards the early learning goals in all areas of learning. The pre-school show exceptional strength in personal social and emotional and mathematical development and in communication language and literacy and knowledge and understanding of the world.
- The pre-school has developed very good partnerships with parents and encourages them to become involved in their children's learning by helping out in sessions and taking part in themes and events at the group. Parents are very positive about the pre-school and the care and education provided for their children.
- The quality of teaching is very good, staff are skilful in enabling children to

get the most from activities and have detailed planning to refer to. They provide children with positive role models and give them clear boundaries regarding behaviour. Staff enjoy working with the children and provide a stimulating and fun environment for them to play and learn in.

- The management team and staff are committed to improving and maintaining the standards they have achieved and continually look to develop and progress.

What needs to be improved?

- there are no significant weaknesses but consideration should be given to the following:
- the further development and enhancement of resources in the role play (home) area.

What has improved since the last inspection?

There were three key issues arising from the last inspection and very good progress has been made with these.

Key issue 1, provide more opportunities for children to see and use resources of a multicultural nature. Staff have developed a wider range of multi cultural resources and as examples children have opportunities to celebrate some festivals, look at different books and have used chopsticks. Staff have a good range of different resources reflecting other cultures and equal opportunities in general and use these within the pre-school.

Key issue 2, improve upon the opportunities for children to use their developing sensory skills investigate and explore the properties of the different types of material they use. Children are provided with many opportunities to discuss and use their senses and during the inspection visit they were able to look at and smell the different fruits and vegetables available, feel the texture of the play dough and seeds when planting them and also played a game involving their senses.

Key issue 3, provide more structured opportunities for staff to observe each other and make judgements about the impact their teaching has on children's learning. Staff take opportunities to evaluate how they teach the children and how this impacts on children's learning. Details of this are included in the staff meeting minutes.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are very well settled, happy and relaxed. They have very good relationships with others laughing and chatting to each other and adults as they play. They show care, concern and listen to others showing respect. Children behave well, and are learning to share and take turns. They have personal independence and can select their own. They share experiences from their lives and learn about the community they live in. Children are able to be tranquil and thoughtful when listening to music.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children have excellent communication skills and listen to others, especially at group time. They learn to link sounds and letters, have good use of language and vocabulary using descriptive words during activities and give enthusiastic explanations about what they are doing. Children have a good range of factual and fictional books and can handle these appropriately. They have opportunities to make marks at different activities and early reading and writing skills are effectively encouraged.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children learn about and use number in familiar and practical ways, they recognise simple numbers and count reliably. Children can sort different resources matching type and shape. They have opportunities to use language of more than and less than and demonstrate that they understand this concept. They learn about simple calculations during their everyday activities, such as in the song ten green bottles. Children recognise and can name simple shapes and are learning about size and weight.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children investigate and explore with the variety of stimulating activities offered. They learn about change over time by growing seeds and looking at different life cycles. Children use their senses talking about how things feel during the blindfold game. They learn about and use ICT and skilfully use the mouse on the computer. They can make constructions and models with a range of materials. They learn about their own and the beliefs of others by celebrating birthdays and other festivals.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children have good co-ordination and control when moving around the room and when using the physical equipment outside. They show good awareness of space when asked to find their own space for an activity. Children have good opportunities to involve themselves in a variety of physical activities. They balance on the beams and try to do this without help. Children are learning about health and bodily awareness and are given healthy snacks. They use small tools with confidence and good control.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children are able to explore texture, shape and form through a range of activities such as dough, construction and pasta. They know colours and learn how to mix them. They have very good opportunities to use their senses with cooking and blindfold game. Children sing songs and rhymes and participate well in group times. They show good use of imagination in the collage activity and during role-play. Children's work is valued and appreciated and they can discuss with adults what they have done.

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 areas of significant weaknesses but consideration should be given to the following:
- develop the resources available in the role play (home) area.

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.