



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 219093

DfES Number: 514902

INSPECTION DETAILS

Inspection Date	07/07/2003
Inspector Name	Heather Jeanette Knox

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Hazeldene Heights Pre-School
Setting Address	Putnoe Heights Methodist Church, Putnoe Heights Bedford Bedfordshire MK41 8EB

REGISTERED PROVIDER DETAILS

Name	THE PAROCHIAL CHURCH COUNCIL
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ORGANISATION DETAILS

Name	THE PAROCHIAL CHURCH COUNCIL
Address	Putnoe Heights Bedford Bedfordshire MK41 8EB

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

Hazeldene Heights Pre-School has been open for over 30 years. It is run by the Church Council of Putnoe Heights Church. All staff are directly employed by the Church Council. The pre school operates from three rooms in Putnoe Heights Church in Putnoe, Bedford. There are two toilet blocks available to the children as well as an enclosed outdoor play area. The pre-school serves the local area.

The group is registered for 52 children aged 3 to 5 years. There are currently 76 children from three to five years on roll. This includes 26 funded three year olds and 43 funded four year olds. Children attend for a variety of sessions. The group supports children who have special needs and children who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 9.30 a.m until 12.00 p.m every day and 12.30 p.m to 3.00 p.m Mondays and Wednesdays only. The sessions in the playroom at the rear of the building run from 9:20 to 11:50, Monday to Friday, term time only.

Nine staff work with the children. Five have early year qualifications. One member of staff is currently on a training programme. The setting receives support from the reception teacher at the local school as well as guidance from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Hazeldene heights is providing good quality day care for children who attend. The staff work well together and provide a stimulating environment in which children can play and learn. The children are happy and settled and enjoy their sessions at the group. The pre-school has a high ratio of qualified staff who have a good understanding of child development. Staff have set roles and responsibilities which are effectively undertaken. The group is well managed and staff in all three rooms work cooperatively together to provide stimulating environments for the children. Staff interact positively with the children and engage them in meaningful

conversations.

Staff set clear rules and boundaries and the children are well behaved. The group has a good range of resources and plan interesting activities for the children. Staff ensure that the premises are safe and suitable for use by minimising potential hazards although the risk assessments are limited. Children are given healthy snacks and regular drinks, but do not have access to fresh drinking water.

Parents are very involved with the group and are warmly welcomed by the staff. They receive a wide range of information about the setting and on going activities. Parents talk with staff on a regular basis about their child's progress. The parents complete a registration form giving information about their child's needs, although some aspects need extending. All policies and procedures are in place.

What has improved since the last inspection?

At the last inspection the group was asked to review several of their policies and procedures and set in place an induction procedure for new staff. Policies and procedures have been reviewed and amended as required. The group have also implemented a new induction procedure for staff, students and children which has had a positive effect on the standard of care by ensuring staff are clear about their roles. .

What is being done well?

- Staff effectively interact with the children and sit and involve themselves in the children's play. They help to extend the learning experiences for the children by planning a wide range of activities. Staff have good relationships with the children who enjoy their time at the group. (Standard 3)
- The staff work well together as a team and are aware of their individual roles and responsibilities. They meet regularly to discuss on going issues and share their ideas for future planning. (Standard 2)
- The pre-school has a good range of equipment which is well used to provide an interesting and stimulating environment for the children. The equipment is set out to enable the children to extend all areas of their development. (Standard 5)
- The staff have good relationships with the parents who are actively involved with the group. Parents regularly assist the staff and also operate a fundraising committee (Standard 12)

What needs to be improved?

- the children need to have access to fresh drinking water (Standard 8);
- the documentation to ensure staff are aware of children's cultural needs (Standard 14);
- the risk assessments to ensure all hazards are identified (Standard 6).

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>
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<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
6	extend the risk assessments identifying actions to be taken to minimize identified risks
8	ensure children have access to fresh drinking water at all times.
14	extend information of child's registration forms to enable appropriate cultural care to be given.

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

How effective is the nursery education?

Hazeldene Heights Pre-School has a warm and welcoming atmosphere and offers good quality education through a range of practical activities. Effective teaching helps children to make very good progress towards the early learning goals in all areas of development.

Teaching is very good. The staff have a good knowledge of the foundation stage. All children are encouraged to express their ideas and thoughts. Staff effectively challenge the children and enable them to use their own knowledge. The children are beginning to learn right from wrong and are generally caring and supportive towards each other.

Plans show clear learning outcomes for all areas of learning. The use of assessments is generally good. Staff check and record children's progress towards the early learning goals. However, details are not always recorded systematically and staff do not make use of the information about individual achievements to focus their teaching.

Leadership and management is generally good. The manager has clear aims and values which are shared by the staff. The staff work well as a team and are aware of their own roles and responsibilities during the sessions. Systems are not fully in place for effective monitoring and evaluation of the quality of educational provision.

The partnership with parents is very good. Parents are welcomed into the group. They receive good information about the provision and are well informed about the daily routines and activities. Parents are invited to consultation evenings when they are able to gain information about their child's progress.

What is being done well?

- Children's personal, social and emotional development is well fostered. Children are confident and gaining independent skills. They have good relationships with each other and the staff.
- Staff use effective questioning techniques to encourage the children to think for themselves and use their own knowledge. They help extend children's learning by skilful interaction.
- Children are able to take part in an interesting range of activities and topics to extend their knowledge and understanding of the world.
- Children show good concentration skills and listening skills as they work in small and large groups.

What needs to be improved?

- the assessment system to clearly show children's progress and enable staff to set focused future targets;
- the systems for monitoring and evaluating the quality of the educational provision.

What has improved since the last inspection?

The setting has made generally good improvement since the last inspection and this has had a positive effect on children's learning. The pre-school has continued to provide a stimulating learning environment and has improved the quality of teaching by providing an increased level of trained staff.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children make very good progress in personal, social and emotional development. They enjoy going to the pre school and have good relationships with each other and the adults in the group. They become absorbed in their chosen activities and show high levels of concentration. Behaviour is good and children are happy to share and take turns. Children are confident and can stand up in front of a group and share their knowledge.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's progress in communication, language and literacy is very good. Children enjoy sharing their views and ideas in both small and large groups. They have opportunities to extend their vocabulary through skilful interaction from the staff. Children effectively make marks and practice writing in meaningful activities. They write labels and 'invoices' for holiday trips. The more able children can confidently recognise their own name and are beginning to recognise some phonic sounds.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children make very good progress in mathematics. Many children are very competent at counting to ten and some recognise numerals to nine. They confidently name shapes and can follow and recreate patterns. They easily sort and match items through their colour, shape or size. Appropriate computer software helps children to understand differences between 'big' and 'little', 'narrow' and 'wide' and 'short' and 'tall'.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children make very good progress in knowledge and understanding of the world. They are able to investigate and explore a wide range of objects and materials. They effectively find out about their environment as they go for walks, plant sunflowers and look at snails and butterflies. Children confidently use the mouse on the computer. They are effectively introduced to a range of different cultures and beliefs as they discuss Diwali, Easter and Chinese New Year.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children's progress in physical development is very good. They show good control and coordination both indoors and outside. They are able to effectively use a range of small and large equipment with care and safety. They show good hand to eye coordination as they purposefully use clothes pegs to hang up clothes, open crocodile clips to make electrical connections and use scissors to cut paper. They enjoy walking along balance beams and running in, out and under the parachute.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children make very good progress in their creative development. Children enjoy using their high imaginative skills as they play in the role play areas, paint, draw, use puppets and set up the small world equipment. Children respond to what they see, hear and taste as they grow flowers, listen to music and taste Chinese and Indian food. A very varied range of activities enables children to explore and experiment with colour, shape and texture in both two and three dimensions.	

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:

- review current assessment procedures to ensure children's files accurately reflect their progress in the early learning goals. Make more use of this information to help identify and record the next step in children's learning and therefore inform planning;
- ensure staff have regular supervision and appraisals to assist in the monitoring and evaluation of the educational provision.

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.