



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 220212

DfES Number: 583470

INSPECTION DETAILS

Inspection Date	25/05/2004
Inspector Name	Coral Hales

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	East Haddon Pre-School
Setting Address	Main Street East Haddon Northampton Northamptonshire NN6 8BU

REGISTERED PROVIDER DETAILS

Name	East Haddon Pre School 1033160
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ORGANISATION DETAILS

Name	East Haddon Pre School
Address	Main Street East Haddon Northampton Northamptonshire NN6 8BU

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

East Haddon Pre-school opened in 1984. It operates from the village hall, in East Haddon, Northamptonshire and serves the local community and surrounding villages. The group has use of the main hall, kitchen, toilets and storage areas. There is a small grassed area at the side of the premises that is used for outdoor activities.

The pre-school opens three mornings a week from 09.15 to 12.00. Children attend a variety of sessions. There are currently 17 children on roll, of these 4 are funded four-year-olds and 6 are funded three-year-olds. The group currently offers support to children who do not have English as their first language. Four staff work with the children throughout the week. The supervisor and deputy are both working towards level three qualifications.

The pre-school is affiliated to the Pre-School Learning Alliance, and is part of the Early Years Partnership Quality Initiative.

How good is the Day Care?

East Haddon Pre-School provides good quality care overall. The premises are secure and effective procedures are in place throughout to ensure children's safety and well-being. Staff are well deployed and ensure that children are well supervised at all times, including during visits made off site. Documentation is up to date and kept as required.

Arrangements for health and safety at the group are good, and effective systems are in place for the safe arrival and collection of children. Potential hazards are minimised and fire safety is good. Children with special educational needs are well supported, however staff do not have up-to-date knowledge and the group does not have a special needs co-ordinator.

Staff plan a good range of interesting and stimulating activities to promote all children's learning, and resources support them well. Space is used appropriately

and this allows children the opportunity to engage in a range of activities such as floor play, tabletop and adult led tasks. Staff have good relationships with all the children who happily take part in the activities offered. The group has sensible behavioural boundaries which parents and children are aware of and a behaviour management policy is in place. Staff use praise to encourage children to behave well and increase their confidence and self-esteem. Staff ensure all children due to leave to go to school are well prepared for the changes to their regular routines.

A good partnership with parents and carers is evident; they work well together and routinely meet to discuss issues and children's progress. Parents receive a good range of information about the provision. Policies and procedures are available for parents and they are encouraged to contribute to the running of the pre-school.

What has improved since the last inspection?

The pre-school was required to develop and implement an action plan detailing how the supervisor will hold a level three qualification in childcare and at least half of all childcare staff will hold at least a level 2 qualification in childcare. This is now in place and both the supervisor and her deputy are working towards a level three qualification.

What is being done well?

- Staff are well deployed at all times and are very aware of children's safety. They ensure group sizes are appropriate and children are well supervised at all times, including when on outings.
- Children are well prepared for school routines when appropriate; they change clothes ready for physical education sessions, and eat packed lunches as a group.
- A good partnership with parents and carers is evident, they work well together and routinely meet to discuss issues and children's progress.
- The group has a behaviour management policy which is put into practice consistently by the staff and a staff member has attended training. Good manners are encouraged as is turn taking and sharing.

What needs to be improved?

- staff knowledge and understanding of special educational needs issues.

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
10	Develop staff knowledge of special educational needs and ensure there is a designated member of staff with responsibility for this area.

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

How effective is the nursery education?

East Haddon Pre-school provides good quality nursery education overall which enables children, including children whose first language is not English to make generally good progress towards the early learning goals. Provision for their personal and social and emotional development is particularly well planned and they make very good progress in this area.

The quality of teaching is generally good. Staff have a good knowledge and understanding of the Foundation Stage. However there is not always sufficient emphasis on enabling children to use and understand simple working technology and to use it to support their learning. Relationships are secure; adult-led activities are clearly introduced and staff question children to ensure that they have understood aspects of new learning. Staff keep records for the three and four-year olds, which are shared with the parents, however assessments do not clearly show children's progress over a period of time or sufficiently inform future planning. Staff manage children well and effective systems are in place which children understand and respond to, and they behave well.

The leadership and management at the nursery is generally good. The supervisor and her staff are developing good working relationships, which help to promote effective team working. Staff meet regularly to discuss planning and children's progress and their own practice issues. Clear channels of communication are in place between the staff and the committee, which supports the smooth running of the group.

The very good partnership with parents and carers helps children to learn. Positive relationships are evident, parents are consulted and staff clearly value their suggestions and respect their views. They are encouraged to stay and play with their child and regularly help out during sessions. Parents receive clear and detailed information about the educational provision through a parent brochure, newsletters and notice boards.

What is being done well?

- Children are forming good friendships with their peers, they are happy, interested and motivated learners. and relate well to the staff, who are caring and supportive.
- The partnership with parents is very positive. Staff and parents work well together as a team and this teamwork supports children's individual learning. Parents often stay to play with their children and regularly help out during sessions, this input is valued by staff and children.
- Staff have clear expectations for children's behaviour and effective systems are in place to support the children. Children are consulted and their opinions

are listened to. Staff ensure that they discuss behavioural issues with them. As a result children behave well.

What needs to be improved?

- the assessment and recording system to ensure that children's progress is clearly shown over time and that this information is used to plan the next stage of learning
- planning for the area of Knowledge and Understanding of the World to ensure that children have regular opportunities to understand and use simple working technology to support their learning
- the range of materials and resources which children can access independently when engaged in craft activities.

What has improved since the last inspection?

Generally good progress has been made since the last inspection. The staff have introduced a number of effective measures to improve assessment systems and teaching issues which were raised as key issues in the previous inspection report.

The new assessment system is manageable, however children's progress is not clearly shown over a period of time. The committee have worked closely with the staff to develop an action plan detailing training needs for the staff. Staff training is on-going and use of the action plan effectively monitors the progress of the staff currently attending level three training.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are enthusiastic and motivated learners. They are very curious and keen to be involved in activities. Children's confidence and self-esteem are built up by staff who are sensitive to their needs and know them well. Children are becoming increasingly self-sufficient and are learning new and more challenging tasks, for example, dressing and undressing ready for physical games. Children behave well; they take turns, learn to share and are becoming sensitive to others around them.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children develop their speaking and listening skills as they explain about their experiences and events in their everyday lives. They engage readily in conversation with staff and each other and are extending their vocabulary. They listen to stories as a group and participate with enthusiasm when familiar stories are read. Children recognise their names and some link sounds with the letters. Children draw and paint, and make marks as they take part in role-play at the vets.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children benefit from regular opportunities to count, recognise shapes and compare sizes, as they look at insects, and use large shaped blocks. Children sing mathematical songs involving numbers and determine how many are left, which introduces them to simple addition and subtraction. Children have some opportunities to take part in practical activities to solve mathematical problems. Children begin to understand and use positional language, and use a good variety of equipment.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children are curious and explore natural and man made items, and identify features of living things as they look at insects, noting differences. They talk about features of the natural world as they closely examine soil. They construct using a range of large and small equipment as they make cars and buildings. Children have limited opportunities to use simple working technology. They have a good understanding of the local community and show interest in the wider world.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children's physical skills are developing well, they move with confidence as they kick balls, use stilts and balance on beams. They use large play equipment and take part in more challenging tasks. Most children are skilled as they ride on equipment and manoeuvre around others. A good range of activities supports children's developing manipulative skills. Children begin to recognise their own needs, and talk about hand washing and healthy eating at snack time.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children participate enthusiastically in music sessions, enjoy using musical instruments, and tap out sounds as they sing familiar songs. Role-play activities are varied and interesting and children show increasing levels of imagination as they play. Their senses are stimulated by a variety of tasting, smelling and tactile activities. Children have opportunities to explore colour, texture and shape, however resources are not always easily accessible to the children.

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

- further develop the assessment and recording system to ensure that children's progress is clearly shown over time and that this information is used effectively to plan the next stage of learning
- ensure that when planning the educational programme in Knowledge and Understanding of the World that due emphasis is given to ensuring that children have regular opportunities to understand and use simple working technology to support their learning.

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.