



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 129403

DfES Number: 580987

INSPECTION DETAILS

Inspection Date	16/10/2003
Inspector Name	Sheila Harrison

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Tring Mothers Union Pre-School
Setting Address	Anglican Methodist Church Hall Sutton Court Tring Herts HP23 4AY

REGISTERED PROVIDER DETAILS

Name	The Committee of Tring Mothers Union Pre-School 1034714
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ORGANISATION DETAILS

Name	Tring Mothers Union Pre-School
Address	Anglican Methodist Church Hall Sutton Court Tring Hertfordshire HP23 4AY

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

Tring mothers Union Pre-School was formed in 1963 and continues to be committee run. The pre-school is situated in the centre of a small town on the north-western edge of Hertfordshire. The premises available to the pre-school consists of a hall, kitchen, toilets, lobby and an outdoor space. They operate Tuesday to Friday, 09:20-11:50 term time only.

The pre-school is registered for 24 children aged 2 years to under 5 years and it is the pre-schools policy to take children aged from 2 years 6 months. There are 33 children on roll, 4 of which are funded 3year olds. There are 2 children with special education needs but no children with English as an additional language.

The pre-school employs 6 staff to work with the children, 4 of which have a qualification in the early years and the others are undertaking training. The pre-school receives support from the Early Years Development and Childcare partnership through the qualified teacher involvement and staff attendance at various short courses. They are members of the Pre-School Learning Alliance and staff attend regular cluster meetings.

How good is the Day Care?

Tring Mothers Union Pre-school provides good care for the children.

The pre-school provides a safe, bright and stimulating environment where children's work is well displayed. Staff pre-determine which resources are offered to the children from a broad and suitably labelled range but children have limited opportunities to choose and replace the equipment. The children are well supported with a wide range of activities and the children move confidently around the setting. The carefully planned routine supports the children's learning. Children enjoy a social experience at snack time however this may be used to extend tastes and experiences of other cultures.

The staff have an interest in furthering their knowledge of child care and education issues and the committee is supportive in developing the good practice but some information needed by the pre-school is limited.

The staff welcome parents into the pre-school and the keyworker system encourages a two way flow of information.

What has improved since the last inspection?

At the last inspection the pre-school agreed to prepare an action plan detailing staff training and to appoint a deputy.

Two staff are currently undertaking a qualification and a deputy has been appointed. This has enabled staff to develop their skills to meet the children's individual needs more effectively

What is being done well?

- The staff give high priority to ensuring the children's safety. They are aware of the hazards both within the building, outside and on outings.
- Staff manage the children's behaviour well and have high expectations of the children's achievements. Children have many opportunities to share, take turns and negotiate differences. The staff are good role models using appropriate praise and encouraging good manners.
- Children are involved in a wide range of stimulating and worthwhile activities. Staff talk and listen to the children and respond to their interests . They ask open-ended questions, encouraging the children's language. The staff endeavour to meet the children's individual needs, helping them progress especially to settle and leave their main carer confidently.
- Staff have an effective working relationship with the parents and are aware of the importance of good two way communication on a daily basis through the keyworker scheme. Staff are sensitive to the needs of parents when working with other professionals. Parents are provided with clear information including regular newsletters, events and information on a comprehensive notice board. They gave positive feedback about the pre-school on the Ofsted questionnaires and to the inspector during the visit.

What needs to be improved?

- Information on notifiable diseases, staff's next of kin and procedures for dealing with a complaint about a staff member and lost or uncollected children.
- Opportunities to extend the children's tastes and experiences of the world about us.
- The organisation of toys and equipment to extend the children's control over

the use and replacement of activities.

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
5	develop opportunities for the children to have control over the use and replacement of resources.
8	expand opportunities to develop children experiences of a range of food.
14	to develop a comprehensive information system detailing the staff's next of kin, a list of notifiable diseases, the procedure to be followed in the case of a allegation of a child protection nature, against a staff member and the procedure to be followed in the event of a child being lost or not collected by a parent .

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 Tring Mothers Union is of good quality overall. Children are making generally good progress towards the early learning goals.

The quality of teaching is generally good. Staff have developed meaningful relationships with the children, know them well and are effective in supporting their development by having key workers. Assessment methods inform the planning with children's weakness' highlighted, but it is not used to plan challenging activities for the older or more able child. The setting is well resourced with the staff suitably deployed. However, staff do not sufficiently encourage the children to self select materials and equipment. They make skilful use of the indoor accommodation although there is only limited use of the outside area. The staff are developing their knowledge of the early learning goals and have an effective system to identify children with special educational needs. They work well with other professionals in order to progress the children's development.

Leadership and management is very good. Staff are supported by the committee who use the information from the staff to monitor the quality of the pre-school. The staff's different strengths are identified and used to improve the quality of care and education through appraisals, staff meetings and training.

The partnership with parents is very good and contributes to the children's progress towards the early learning goals. There is good two way communication with the parents. Parents are given written information on the Foundation Stage and the activities are displayed. They are encouraged to settle their children allowing sufficient time for the parent to become familiar with the staff and routine and share their knowledge of their child. Information on the child's progress is shared verbally on a daily basis and parents have access to the developmental records.

What is being done well?

- The staff foster and develop the children's self confidence, extending their learning and building on the children's interests.
- Staff work effectively with other professionals to give support to individual children and to improve the pre-school practice.
- The partnership with the parents is strong. They are supplied with a range of information and encouraged to take an active role in their child's learning. The committee monitor the provision for the funded children.

What needs to be improved?

- The assessment and planning system to extend the learning opportunities for

the older or more able children especially in communication , language and literacy and mathematics

- The use of the outside area to vary and expand exploration and experimentation in a different environment.

What has improved since the last inspection?

The last funded inspection was in 1997 and the committee and staff members have changed since that time.

Staff have taken steps to improve the learning opportunities for the children by developing assessments which has generally informed the plans including a range of practical activities covering number operations, rhymes, role play and the multi cultural society in which we live. The pre-school have developed regularly appraisals, team meetings, training and the support of a qualified teacher in order to effectively evaluate their practice.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

The children respond positively to staff and have formed good relationship with their peers. Children behave well and cooperate with each other. Snack time is used as a social occasion encouraging children to take turns, show care and friend ship with each other. Children are developing their independence participating fully in registration, circle and tidy up times .

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children talk confidently to each other, engaging in rhymes and circle games. The resources and displays are appropriately labelled. Sufficient fiction and non-fiction books give the children a secure understanding that print carries meaning. A theme on the post office delighted the children in writing, sending and receiving letters. They could recall this activity with ease. Children had opportunities to recognise their names but limited chances to link sounds and letters.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are using appropriate mathematical language within the routine and participate in valuable planned activities. The children have the opportunity to count with simple addition and subtraction during circle time and during snack time they can experience halves and quarters. Children can talk about shape and patterns through the painting activity. The staff's suitable questioning reinforces this. However there were insufficient chances for the children to explore weight and capacity.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

The children are gaining an increasing understanding of where they live through their theme on transport and the post office. The children talk confidently about their families and can recall past events with ease. Staff encourage the children to use their interests to practice ideas and skills using the construction toys. The outside area is not used fully to expand exploration and experimentation in a different environment

PHYSICAL DEVELOPMENT

Judgement: Very Good

The children move confidently both inside and out, having an awareness of others and using a variety of tools and equipment. They enjoy planned physical games and respond to action rhymes. Children learn about hygiene and their body within the routine.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children enthusiastically take part in differing role play situations. They enjoy both child led and adult led painting activities and opportunities to use different mark making equipment. They have opportunities to participate in ring games and rhymes, joining in with dancing and stories. There is insufficient challenge for children to discuss the properties of colour or to make independent choices in resources.	
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

- improve the assessment and planning system to extend the learning opportunities for the older or more able children especially in communication , language and literacy and mathematics
- extend the use of the outside area to vary and expand exploration and experimentation in a different environment.

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.