



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 253214

DfES Number: 596574

INSPECTION DETAILS

Inspection Date 21/10/2004
Inspector Name Anne Walker

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Haywood Road Pre-School Playgroup
Setting Address Haywood Road Community Centre, Haywood Road
Mapperley
Nottingham
Nottinghamshire
NG3 6AB

REGISTERED PROVIDER DETAILS

Name The Committee of Haywood Road Pre-School Playgroup

ORGANISATION DETAILS

Name Haywood Road Pre-School Playgroup
Address Haywood Road Community Centre
Haywood Road
Mapperley
Nottingham
NG3 6AB

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

Haywood Road Pre-school Playgroup opened approximately 35 years ago. It operates from a large hall and adjacent outdoor play area within a community hall in Mapperley, a residential area close to the city centre of Nottingham. The pre-school serves children in the local community and nearby areas of the city.

There are currently 32 children on roll, this includes 2 funded 4-year-olds and 9 funded 3-year-olds. The group currently support children who speak English as an additional language. At present there are no children with special educational needs.

The group opens Monday, Tuesday, Thursday and Friday from 09:45 to 12:15, during term time. There are a total of 9 members of staff who work with the children across the 4 days. Four staff hold recognised childcare qualifications and a further 3 staff are working towards a relevant qualification. The setting receives support from a teacher from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Haywood Road Pre-School provides good care for children. There is an experienced and well qualified workforce who work with the children across the week. Good adult:child ratios at each session ensure children are provided with a wide range of play opportunities in a safe environment. The play resources are plentiful and planning ensures that children have variety and are stimulated. There is clear, comprehensive documentation for the efficient and safe management of the setting. Staff demonstrate their understanding of these during their day-to-day practice with the children.

A safe and hygienic environment is maintained. Adults promote children's understanding of good hygiene practices through the daily routines. Snack time is a social occasion where children have a drink and snack and spend time in conversation with staff and their peers. These do not regularly include snacks of good nutritional content.

A wide range of activities are available both indoors and out. Children have good opportunities to be active learners, explore and make choices in their play. This fosters their confidence and independence well. There is a supportive induction for new families and most children settle well. On occasions however, this is not as successful. Staff and children do have trusting relationships where good behaviour is acknowledged and children are keen to engage with their carers during the session.

The partnership with parents is good. Parents are encouraged to be involved in the group in a range of ways, including, helping to shape and run the group by being a committee member. There is good written documentation that informs them of the group's policies and procedures, which is readily available at each session. The pre-school seeks and values parent's suggestions and comments and strives to incorporate them into their practice.

What has improved since the last inspection?

At the last inspection the setting agreed to provide an action plan to show how the supervisor would work towards a level three qualification appropriate to her post. The action plan was submitted and has been achieved successfully. She now holds an NVQ level three in childcare and education. This ensures she is up to date with current practice, which is beneficial for children's care, development and learning.

What is being done well?

- Most staff hold, or are working towards an appropriate qualification for their post. In addition, all staff show commitment to continued training in order to develop their skills. They have attended a wide range of short courses that are used to extend and enhance the provision for children.
- There is a wide range of good quality play resources that are used imaginatively to encourage children to explore, initiate play and make choices.
- Staff understand the setting's written policies and procedures for ensuring a safe environment for children. They work effectively as a team to put these into practice throughout the pre-school session.
- A comprehensive operational plan is used effectively to underpin the day-to-day running of the pre-school.
- There is a good working partnership between parents and staff at the pre-school. Information is shared regularly in a variety of ways and they strive hard to encourage parents to share their views and to be involved in their child's development.

What needs to be improved?

- the nutritional value of food served at snack-time
- staff's attention to supporting some children to settle on arrival at pre-school.

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
8	Consider ways to develop the range of foods at snack time to improve nutrition and promote healthy eating.
9	Review staff roles during children's arrival to help some of the new children separate from parents and settle to activities.

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

How effective is the nursery education?

Haywood Road Pre-School provides good quality nursery education overall which enables children to make generally good progress towards the early learning goals. They make very good progress in their creative development.

The quality of teaching is generally good. Staff have a satisfactory knowledge of the foundation stage curriculum. They use their good range of resources to plan practical activities that children find interesting. Overall the session is well organised. Children have opportunities to explore at their own pace and repeat and practice new skills in different ways. Group times allow children to work alongside others. Staff build trusting relationships with children and most of the time implement strategies which foster good behaviour.

All staff make contributions to the overall planning but only some staff feel confident to plan focused activities. Where staff carry out the planning for others this sometimes leads to learning objectives not being carried through, and challenges being too easy or too difficult for children. There are clear systems to assess and record children's development and these are used to plan the next steps in learning.

Leadership and management is generally good. An appraisal system identifies staff skills and areas for development. The supervisor and the committee facilitate staff training that enhances the quality of their provision. There is regular information sharing between managers and the committee. However, a rigorous system to monitor the quality of teaching is not fully in place.

The partnership with parents is generally good. Staff provide information to inform parents about the curriculum. Parents can contribute to development records but not all choose to do so. Parents share skills in particular activities. However, overall opportunities for parents to be involved are not yet fully implemented.

What is being done well?

- Children are confident mark makers and writers. They demonstrate good emergent writing skills and readily use the good variety of practical activities provided by the staff, to practice and consolidate their learning.
- Staff plan a broad range of interesting practical play activities that reflect an understanding of how young children learn.
- Activities to promote children's creative development place good emphasis on supporting children's initiatives and valuing their creative ideas.
- Children are developing good physical skills. They move their bodies with agility and confidence in response to music. They explore the climbing frame and negotiate space when playing alongside each other.

- There are clear systems to assess and record children's development which are carried out on a regular basis.

What needs to be improved?

- staff's involvement in the curriculum planning, to increase some staff's understanding of carrying through learning objectives and using effective questioning techniques to promote children's thinking and problem solving, especially in regard to mathematics for 4-year-old children
- the organisation of the latter part of the session to ensure that positive behaviour is maintained for all children and play and learning remain purposeful
- the organisation of the book corner so that children more readily use the area independently.

What has improved since the last inspection?

Generally good progress has been made since the last inspection. They have implemented activities that develop children's awareness of the different purposes of writing, and offer them daily practical opportunities to practice their emergent writing skills as they play. A writing table is changed regularly and provides a range of ways for children to develop fine motor skills. Staff encourage children to write their name on their work and children often do this independently. Role play areas are well planned and incorporate purposeful ways for children to understand the range of writing. In one session they were able to write messages when answering the phone, write letters and prescriptions for the animals at the vets.

In order to offer older children appropriate challenges to solve simple mathematical problems, they have implemented group times that are planned according to children's level of development. They also use workbooks with children, if they are interested in this, to set individual challenges. Although planned focused activities are clear they are not always carried through in practice and 4-year-olds are still not sufficiently challenged in this area. Staff do not make best use of practical opportunities that occur during routines of the day e.g. snack time, for mathematical problem solving.

The pre-school has tried a number of ways to further inform parents about the curriculum. Written information at the time their child begins and ongoing displays around the room, help parents understand how children learn through play. They have regular access to the observations staff make and are encouraged to make their own observations that staff can use to inform future planning. Details of each topic are sent to every parent and they are encouraged to help their child bring items in relation to activities that week. This area of helping parents to further support learning at home remains to be fully developed.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are developing good self-care skills, which they practice during daily routines. For example, taking their coats on and off when they choose to play outside. They are interested in the range of activities and are confident to explore and choose their play independently. At group times they are learning to listen to others and take turns. Children are very well behaved for most of the session, but some children's behaviour deteriorates during tidying away time.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are developing a good spoken vocabulary and correctly use new language, for example, cocoon and prescription. However, older children do not use language for problem solving and to think ideas through. They are keen mark makers and writers and use resources in their play to write telephone messages and label their drawings. Older children recognise letter sounds and link these to the written letter. Although they enjoy books with staff, they do not readily turn to books independently.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children explore weight and measurement when baking biscuits. They recognise differences and talk about what they observe when ordering things by size. Children recognise simple shapes and use these in their play, for example, when constructing with large bricks. They are interested in number and counting and 4-year-olds recognise and count 1-10 and beyond. However, they do not use their skills to compare groups of objects, talk about more and less, or begin to combine groups to find a total.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

During practical activities such as biscuit making and growing seeds, children show curiosity and talk about their observations. They enjoy building and assembling using a range of materials, but older children are not always able to develop and extend their ideas. Most children feel secure in their place at pre-school and their wider community. They readily talk about past, present and future events in their lives and are developing an awareness of other's cultures and beliefs.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children enjoy physical play indoors and out. When responding to music or using the climbing frame children move with pleasure and confidence. While negotiating cars and bikes around a roadway they demonstrate good spatial awareness and use the equipment safely. There are infrequent opportunities for them to understand the effects of exercise and healthy eating on their bodies. They are developing good fine motor control skills and use a range of tools such as brushes and pencils effectively.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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The children are expressive in their play and use the wide range of media available to them to explore imaginative ideas; such as working cooperatively together to build trains and tunnels from large bricks. They enjoy all aspects of music, have a good repertoire of songs, use their bodies imaginatively to interpret the music and show interest in how instruments sound. During role play they use the props available to them to support their play and act out familiar experiences.

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

- develop staff's involvement in the curriculum planning, to increase some staff's understanding of carrying through learning objectives and using effective questioning techniques to promote children's thinking and problem solving, especially in regard to mathematics for 4-year-old children
- evaluate the organisation of the latter part of the session to ensure that positive behaviour is maintained for all children and play and learning remain purposeful
- improve the organisation of the book corner so that children more readily use the area independently.

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.