



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 203614

DfES Number: 519527

INSPECTION DETAILS

Inspection Date	23/11/2004
Inspector Name	Janette Elaina Langford

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Wesley Preschool (Benfleet)
Setting Address	Hall Farm Road Benfleet Essex SS7 5WS

REGISTERED PROVIDER DETAILS

Name	The Committee of Wesley Preschool
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ORGANISATION DETAILS

Name	Wesley Preschool
Address	Hall Farm Road Benfleet Essex SS7 5WS

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

Wesley Pre-school Benfleet is run by the Wesley Pre-school Committee. It has been open for over 35 years and operates from three rooms in a church building in Benfleet. A maximum of 40 may attend the nursery at any one time. The group opens five days a week during school term times. Sessions are from 09:15 until 12:00.

There are currently 51 children from two to under five years on roll. Of these 35 children receive funding for nursery education. Children come from a local catchment area. The setting currently supports a number of children with special needs, but there are no children currently attending who speak English as an additional language.

The nursery employs 10 staff. Four of the staff, including the manager hold appropriate early years qualifications. Four staff are currently working towards a qualification.

How good is the Day Care?

Wesley Pre-School (Benfleet) provides satisfactory care for children.

The setting continues to work towards half the staff being qualified to level 2 or 3. It is well organised and good use is made of staff, space and resources. The premises are clean, well maintained and welcoming to both parents and children. A wide range of equipment is available and used well to create an accessible and stimulating environment for children. Some policies and procedures require additional details and records are not always stored confidentially.

Plans effectively identify and reduce risks and hazards to children and safety arrangements are regularly reviewed. Staff hold relevant first aid certificates and emergency consent forms from parents are kept, but are not all signed and dated. Children are provided with regular drinks and healthy snacks in adequate quantities. Staff are aware of child protection policies although it does not contain all the

necessary information to follow in the event of an allegation made against a member of staff.

Staff plan and provide a wide range of interesting activities for children which builds on what they can already do. All children are valued and the play environment reflects our similarities and differences. Children with special needs and their families are supported well and staff work closely with all those involved to provide the best care for the child. Children behave well and respond to the simple rules.

Parents are kept informed about their children and about the setting and there are regular informal opportunities to exchange information with staff. However, the prospectus does not mention the complaints procedure and lacks sufficient information on special needs, child protection and equal opportunities.

What has improved since the last inspection?

At the last inspection the setting was asked to nominate a named deputy who is able to take charge in the absence of the manager. This has been addressed.

The setting was asked to ensure that the child protection statement includes procedures to be followed in the event of an allegation made against a member of staff. This has not been fully addressed, and is carried through at this inspection.

What is being done well?

- Staff manage children's behaviour well, usually negotiating with them to achieve the desired outcome. Children are given choices so that they have some degree of choice over their decisions.
- Staff use the premises well. The large hall is mainly set up for physical and imaginative play and the smaller hall which is set up with quieter activities. Both areas include a book corner. Children aged under three years are grouped together, as are the older children. The two groups start off in one area and then swap halfway through the session, ensuring they both have a wide choice of activities.
- Children with special needs are well supported. The SENCO has attended training and continues to attend relevant shorter courses, carrying out her own research to find out more about particular conditions. She works closely with the families and other support agencies.

What needs to be improved?

- information available to parents
- information contained in the policies and procedures.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out

from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There are no previous complaints to report

Outcome of the inspection

Satisfactory

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
12	Improve partnership with parents by ensuring that relevant policies and procedures are made easily accessible to them (this relates to the special needs statement and complaints procedures) Ensure parental consents for seeking any emergency medical advice or treatment are signed.
14	Include necessary information in policies and procedures in line with the National Standards and ensure that confidentiality is addressed. (This refers to 'procedures to follow if there are allegations made against staff, the child protection policy and the procedure to follow in the event of a lost child).

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 Wesley Pre-school is good. It enables children to make generally good progress towards the early learning goals in their communication language and literacy and mathematical development, and very good progress in all other areas of learning.

Teaching is generally good. Some staff have an understanding of the Foundation Stage and planning is in line with the early learning goals and the stepping stones. Each child has an individual plan and key workers build on what the children already know, identifying their next steps of learning. There are some focused activities for more able children to challenge them, however plans are not currently evaluated in writing.

Staff have good relationships with children and know them well. They encourage children to take part in new experiences and give appropriate support. They interact well with children and ask them questions to make them think. The learning environment reflects our wider society. Assessments include relevant observations and reports, examples of work and records their progress through the stepping stones.

Leadership and management is generally good. The committee has overall responsibility for the group but delegates the delivery of care and education to the supervisor and staff. The supervisor is aware of staff's particular skills and monitors how they plan for, and assess the children's progress. Ideas are welcomed and implemented to improve the provision for nursery education.

Partnership with parents is generally good. Information regarding the Foundation Stage and funding is available and parents are invited to open days to talk about their child and see their progress records. Parents share information about their children verbally, but for children with special needs, it is written into their play plan.

What is being done well?

- Children are given appropriate responsibilities to carry out on a regular basis to encourage their independence. For example, they offer the biscuits and fruit to each other, ensuring that other children put their rubbish in the bin after snack. They are encouraged to put on their own coats and aprons and hang them up when removed.
- Staff choose equipment carefully and use it well. A large wooden crate containing six 'eggs' is shown to the children in circle time, over a couple of weeks. The children use their senses to explore the eggs, touching, looking and listening to them. They use their lively imaginations to guess what might be inside and wait with great anticipation. Eventually the staff will 'hatch' the eggs, revealing the surprises inside. This is a new piece of equipment and

staff are reading and discovering the different ways it can be used in the curriculum.

- The large hall is set up each day so that children can have free access to a variety of physical play experiences, including use of a balance beam and climbing frame. Children spend half of the session in this area and have opportunities to develop their sense of space and use it imaginatively.

What needs to be improved?

- opportunities for practising mark making and reinforcing links between sounds and letters within the daily routines
- use of regular, everyday opportunities for developing their calculation skills.

What has improved since the last inspection?

The setting has made very good progress since the last inspection.

Staff provide many opportunities for children to use apparatus so that they are able to engage in free choice physical play for longer periods of time.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested, excited and motivated to learn. They enjoy new activities and know the routines well. They are developing self esteem and show pleasure at their achievements, drawing other children's attention to it. Children demonstrate a sense of trust and have built up good relationships with staff and one another. They understand what is right and wrong and can take turns in games. Children are developing their independence and an awareness of the needs of others.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children interact and talk with adults and other children during their play. They talk about their intentions and use speech to organise and explore experiences, ideas and feelings. Children listen to stories, have access to a wide range of books and are beginning to extend their vocabulary. There are some focused activities to link sounds and letters and to practise mark making, but opportunities within the daily routines and activities are sometimes missed.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

There are many instances where children use numbers as labels and for counting during the day. Children can recognise numerals and know the sequence of some numbers. There are some activities to learn simple practical concepts of calculation and comparing numbers, but this is not regularly reinforced. Staff encourage children to recognise shapes in the setting and provide opportunities to make patterns and fit shapes together. Children often use mathematical language.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children use their natural curiosity to investigate new objects and materials. They ask questions and find out about living things and look at patterns and change. Children use their design and making skills to make particular things, using different construction sets and materials. They have free access to a computer and appropriate programmes, and learn about how things work. Children are developing their sense of time and place and are interested to learn about cultures of our wider world.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children have opportunities to develop their physical skills and use large apparatus everyday. They move with increasing control and co-ordination and can create intended movements in action songs and music and movement. They show an awareness of space for themselves and others. Children are learning about the importance of staying healthy and can handle tools, objects and malleable materials safely and with increasing control.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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There are opportunities for children to use their ideas and create their own pictures using paint and drawing materials. They practise a variety of techniques and sometimes follow instructions to achieve a particular outcome. Children enjoy their music and movement sessions, daily singing sessions and using musical instruments. They use the available props to inspire their role playing games and respond in a variety of ways to what goes on around them.

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

- create more opportunities for practising mark making in activities and reinforce children's understanding of linking sounds and letters within the daily routines
- make better use of everyday opportunities for learning simple calculation on a regular basis.

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.