



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY296696

DfES Number: 512272

INSPECTION DETAILS

Inspection Date	13/01/2005
Inspector Name	Chris Gregson

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Ford End Pre-School
Setting Address	Village Hall Main Road Ford End Chelmsford Essex CM3 1LL

REGISTERED PROVIDER DETAILS

Name	Mrs Joanna Elizabeth Mardell
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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

Ford End Pre-school originally opened in 1976 with the present owner taking over in 2002. It operates from the village hall in Ford End. There is one large hall with a kitchen, and a smaller adjacent room. A maximum of 20 children may attend the pre-school at any one time. The group opens five days a week during school term times. Sessions are from 09:00 to 12:00 Monday to Fridays and 13:00 to 15:30 Tuesday and Thursday. A lunch club runs from 12:00 to 13:00 on Monday, Wednesday and Thursday, 12:20 to 13:00 on Tuesday and 12:00 to 12:40 on Thursday. There is an enclosed outdoor play area.

There are currently 42 children aged from 2 to under 5 years on roll. Of these 26 children receive funding for nursery education. Children come from a wide catchment area. The setting supports a small number of children who have special educational needs and would support children who speak English as an additional language.

The nursery employs five staff. Three of the staff, including the manager hold appropriate early years qualifications.

How good is the Day Care?

Ford End Pre-school provides satisfactory care for all children.

The operational plan informs the staff and parents of the high expectations of the owner. It contains policies and procedures, however some of these need updating. Staff are vetted and attend training to update their knowledge. Children are provided with a range of child-sized furniture and play equipment and resources, however the rest facility is slightly limited. Outdoors there is an enclosed play area.

Safety is a priority and staff are aware of basic hygiene. They have attended first aid training and know how to care for and comfort a child who becomes ill during the session. However, documentation is not in place for administering medication. Systems are in place to ensure children are looked after according to parents'

wishes and information about specific needs or dietary requirements are acted on. Children have the option to have a packed lunch with the staff and their friends. Staff know, and parents are informed, about child protection. Additional support is provided to enable children to maximise their learning at the pre-school.

Staff provide a lot of support for very young children, especially when they start, to enable them to settle. They talk quietly to the children and respect and listen to what they say. They provide interesting activities during the session. Staff have high, but realistic, expectations of good behaviour and have introduced a sunshine tree, stars and stickers to encourage children to take part in and behave during circle time.

Partnership with parents is good. Parents are very happy with the care children receive and speak highly of the pre-school. They are kept informed through the notice board and a monthly newsletter.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Staff are very caring and supportive to children. They provide lots of reassuring cuddles and touches for the very young child to enable them to settle.
- Staff know all the children as individuals. They demonstrate respect and understanding to each other and the children.
- Children are provided with a range of positive images and resources to enable them to develop understanding and respect for all people.
- Parents are very happy with the care and support children receive. They speak highly of and value and appreciate the staff.

What needs to be improved?

- record of hours children and staff are present
- provision for children to rest quietly
- written permission to administer medication and records to be signed by parent when given
- special educational needs statement in line with current Code of Practice to reflect the good practice in the pre-school.

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 complaints to report.

Outcome of the inspection
Satisfactory

CONDITIONS OF REGISTRATION
<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
<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
2	Improve the registration system to show the children and staff hours of attendance.
4	Improve the rest area so children can relax and rest in comfort.
7	Obtain written permission from parents before administering medication to children and keep a written record, signed by parents, of medicines given to children.
10	Update and make available to parents, a written statement on special needs which is consistent with current legislation and guidance.

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

How effective is the nursery education?

Ford End Pre-school provides good quality nursery education overall which enables children to make generally good progress towards the early learning goals. Provision for their personal, social and emotional development and mathematical development is well planned and they make very good progress.

The quality of teaching is generally good, with some very good aspects. Staff attend training to up date their knowledge of the Foundation Stage. Planning is being improved and provides interesting activities to help children move to their next step. Staff observe children and informally discuss their progress, however, the assessment records are not regularly up dated or shared with parents. Staff are enthusiastic and ask questions to make children look at, and think about, what they are doing.

Children choose their activities and resources from those that staff put out and they work together in a small or large group. Staff form very good, supportive relationships with the children. There is a good balance between free play and adult-led activities. Staff clearly explain what is expected and encourage children to try new activities.

Staff provide very good support for children who need additional help and work with other professionals to consolidate learning. Staff praise achievement and good behaviour, rewarding acts of thoughtfulness.

Leadership and management of the pre-school nursery are generally good. The owner has high expectations for the children, is qualified and regularly attends short courses to update her knowledge. Staff attend meetings, have appraisals and are supported when on training courses. They form a strong team and are open to improving their standards, however, there is no system in place to monitor the overall education programme.

Partnership with parents is generally good. Staff are very friendly and chat to parents daily, however, little information is given to parents about the Foundation Stage and the early learning goals.

What is being done well?

- Staff work very well as a team, supporting each other and demonstrating enthusiasm and respect. They are very good role models for the children.
- Provision for mathematics is good with staff providing many opportunities for children to count and recognise numbers. Children solve simple problems and add and take away in numerous practical activities, for instance by looking at how many pieces are needed to finish a jigsaw puzzle.

- Children hear and recognise letter sounds throughout the session. They make links with the initial letter in their own names to that of others names.
- Children are encouraged to be kind and sensitive towards the needs of others and are rewarded by praise and their name being added to the sunshine tree. Staff give out stars and stickers as a reward for concentration.
- There are good links between home and pre-school with books being taken home to share with parents. Children can bring resources from home, such as a favourite storybook or a musical instrument, for example, a drum.

What needs to be improved?

- children's independent access to a range of writing materials throughout the session
- updating and sharing of assessment records with parents
- information for parents about the Foundation Stage
- system to monitor the overall effectiveness of the education programme.

What has improved since the last inspection?

Poor progress has been made in implementing the action plan drawn up to address the one key issue identified at the previous inspection resulting in no improvement being made to the educational programme.

The action plan was drawn up by a previous owner and was unavailable for the inspection. There is no system for parents to contribute their observations of the child's learning at home. This remains an issue to be addressed.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are very confident and have good relationships with staff and their friends. They concentrate at activities, for instance, listening to a sound game in a small group. They know right from wrong and are reminded of expectations to share in the pre-school. Their independence is encouraged as they set out chairs ready for circle time, put on painting aprons and go to the toilet on their own. They take part in a nativity play and sports day.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children communicate through gestures and words. They know to talk and listen to each other. They enthusiastically sing action songs. Staff enable them to hear letter sounds and rhyming words. Children know how to hold books and they recognise their name through flash cards used on their coat peg and during circle time. They mark make, write their name and have good hand eye co-ordination through activities such as painting. However, access to writing resources are limited.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children confidently count up to and beyond ten. They give the next number when doing the daily calendar. Staff provide many opportunities for children to count and help children to add and take away by counting on their fingers. Children know shapes and staff make shape recognition fun through a search, find and compare game. Children use mathematical language to describe size and position. Staff talk about cutting fruit into two halves and four quarters at snack time.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children observe changes and growth through activities such as freezing and thawing or planting sunflowers. They construct and build towers or a giant robot using man-made and recycled materials. They press buttons on electronic toys and use the mouse at the PC. Children talk about past events such as birthdays or holidays and visit the local farm and blacksmith. They learn respect for other faiths and cultures through topic work such as 'countries of the world' or making Diwali lights.

PHYSICAL DEVELOPMENT	
Judgement:	Generally Good
Children move confidently around hall and outdoors. They move under and over and through play equipment. They ride pedal vehicles and develop an awareness of space, although this is slightly limited. Children are aware of the effect of exercise on their bodies and know to take clothes off when hot and put them on when cold. They use small tools safely and shape and mould playdough or clay with their hands or tools. However, this is slightly limited.	

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children know colours and explore textures through planned painting and collage activities, however, free access to a range of resources is limited. They play musical instruments with enthusiasm. Children's imaginary play is encouraged and they rush around driving fire engines and putting out fires. Staff provide them with a variety of experiences to act out, such as a vets corner. Children use their senses listening to the sound game and using a feely bag to identify small objects by touch.	

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

- provide more opportunities for children's independent access to range of writing resources to encourage their mark making
- ensure written assessment records are kept up to date and shared with parents, providing them with opportunities to add their own observations to their child's record
- provide parents with information the early learning goals, stepping stones and how children learn through play in the Foundation Stage
- devise and implement a robust system to monitor the quality of teaching and the education programme.

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.