



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 160208

DfES Number: 510857

INSPECTION DETAILS

Inspection Date 25/09/2003
Inspector Name Caroline Preston

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Tweedway Annexe Pre-school
Setting Address Tweedway Hall Annexe
Tweed Way
Rise Park
Essex
RM1 4AZ

REGISTERED PROVIDER DETAILS

Name Tweedway Pre-School Limited 04516655

ORGANISATION DETAILS

Name Tweedway Pre-School Limited
Address Tweedway Annexe Pre-school
Tweedway Hall Annexe
Tweed Way
Rise Park, Essex
RM1 4AZ

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

Tweedway Annexe Pre-school opened in September 2001. It operates from one room within a community centre there is no access to outside play area.

The Pre-school is registered to provide care for 20 children aged from two to under five years per session. There are currently thirty five children on roll this includes fifteen funded three year old and no funded four year olds. There are no children currently attending the group who are learning English as an additional language.

The Pre-school is open Monday to Friday 09:15 to 11:45 term time only.

Six staff in total work with the children. Five staff hold an appropriate early years qualification and one is currently undertaking training. Staff attend additional training workshops provided by the Early Years Development Childcare Partnership (EDYCP).

How good is the Day Care?

Tweed way Pre-school offer satisfactory care for children.

Children are well cared for by staff. Staff have an effective understanding of health and safety issues and are all first aid trained. Staff use the accommodation, and resources effectively to ensure children's well being, however children have limited opportunity to engage in large physical play.

Staff provide a stimulating environment for children, they

have high expectations of children's behaviour, children behave well and have effective relationships with adults.

Parents receive good information about the setting and their children's interests, and developmental progress.

What has improved since the last inspection?

At the last inspection the group agreed to, carry out regular fire drills; ensure premises are secure so that children are always supervised; comply with fire regulations; make available all records, at all times and ensure first aid box is fully stocked. Fire drills have been carried out regularly, to ensure children's safety, children are kept safe and secure within the premises, all records are easily available, the first aid box meets requirements.

What is being done well?

- Staff provide parents with good information about the setting and their children's progress;
- Staff have high expectations of children's behaviour.

What needs to be improved?

- large physical play to be included in everyday play activities;

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
3	Provide children with opportunity to engage in large physical play.

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

How effective is the nursery education?

Tweedway Annexe Pre-School provides a happy and welcoming environment where children are making generally good progress towards most of the early learning goals.

Teaching is generally good, staff provide a wide range of interesting activities, these are invitingly displayed and staff play an encouraging and supportive role. Relationships between staff and children are positive and children's behaviour is good. There are however, some weaknesses in teaching, opportunities to extend children's learning and in providing sufficient challenge for children is often missed.

Leadership and management is generally good. Staff are clear about their responsibilities and there is an ongoing commitment to staff training, staff are encouraged and supported to attend various courses. The manager has begun to identify the settings own strengths and weaknesses.

Partnership with parents is generally good. Parents are encouraged to be involved in their children's learning; there is a parents rota in operation which is effective and parents are encouraged to help out on a daily basis. There is a key worker system in operation which enables parents to be fully informed of their child's progress and development.

What is being done well?

- Staff have developed good relationships with the children; the children are happy and secure in their surroundings, the children are confident and keen to participate in the activities provided.
- Partnerships with parents is good, parents are very well informed about their child's progress, daily activities and routines. Parents have the opportunity to help out in the setting and are welcome at any time, parents spoke very highly about the staff and the standard of care offered.
- Staff manage children's behaviour well, children take turns and share fairly, they work well together as part of a group. Staff encourage children to respect and care for one another.
- Children use books resourcefully, a wide selection of books are available for children to select freely at any time. Children had the opportunity to listen to stories in large and small groups. The setting runs a reading club whereby children have the opportunity to take books home.

What needs to be improved?

- teaching methods to ensure staff challenge children's thinking and extend

their learning;

- more opportunities for children to learn about sense of time, sense of place, other cultures and beliefs;
- the provision of opportunities for children to use large equipment, to extend their movement; under, over, balancing and climbing;
- more opportunities to recognise letters and practise writing in everyday activities;
- the use of assessment to monitor children's progress and help them move to the next stage of learning.

What has improved since the last inspection?

N/A

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children make generally good progress in this area. They confidently take part in various activities, are interested and use resources well. Children have good relationships with staff and each other.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children make generally good progress in this area. Children are able to listen to stories attentively, they have regular opportunities to enjoy books in small and large groups. However, opportunities by staff to extend children's vocabulary and to develop their writing skills are limited.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children make generally good progress in this area. Children can describe and recognise basic shapes and are beginning to compare sizes. Older children are able to recognise numbers and can count to ten. However, there are too few opportunities to count further in every day activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Significant Weaknesses

Children's progress in this area has significant weaknesses. Children have opportunities to explore, investigate and use a wide range of tools within the setting on a daily basis. However, there are too few opportunities to encourage children to develop a sense of time, sense of place and knowledge of other cultures and beliefs.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children make generally good progress in this area. Children move confidently within the setting, accessing equipment and resources easily. Good use is made of the space available. Children make very good use of small equipment and have developed fine motor skills. Access to large equipment and opportunities for children to balance and climb is limited.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children make generally good progress in this area. Children have good opportunities to express themselves through role play, a variety of creative activities are available on a daily basis, most work is child directed with adult supervision.

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

- ensure teaching methods extend children's thinking and learning;
- ensure assessments effectively monitor children's progress and are used to extend their learning;
- provide more opportunities to recognise letters and practise writing skills;
- provide more opportunities for children to learn about sense of time, sense of place and different cultures and faiths;
- provide more opportunities for children to use large equipment, to extend their movement; under, over, balancing and climbing.

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.