



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 254106

DfES Number: 500448

INSPECTION DETAILS

Inspection Date 21/11/2003
Inspector Name Jane Louise Tallent

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Hellesdon Pre-School
Setting Address Kinsale Avenue
Hellesdon
Norwich
Norfolk
NR6 5SG

REGISTERED PROVIDER DETAILS

Name The Committee of Hellesdon Community Pre-School 1036162

ORGANISATION DETAILS

Name Hellesdon Community Pre-School
Address Kinsale Avenue
Norwich
Norfolk
NR6 5SG

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

Hellesdon Community Pre-school is a committee run group which has been operational since 1962. It is situated in a self contained unit to the rear of Kinsale First school, in Hellesdon, which is in Norfolk. Children attending the pre-school come from Hellesdon and surrounding areas.

There are currently 55 children on roll, of whom 38 three-year-olds are in receipt of funding. Additionally, there are two funded four-year-olds. There are five funded children who have special educational needs and two for whom English is a second language.

The pre-school is open for two sessions each day on Mondays to Fridays inclusively, between the hours of 9:00 a.m. to 11:30am and 12:30 pm to 15:00pm, during term times.

The pre-school employs four full time staff. The supervisor and her deputy hold appropriate level 3 qualifications in childcare, and the remaining two staff are currently working towards completing their level 3 qualifications. All staff regularly attend early years curriculum workshops that become available. The group receive support from their early years development and childcare partnership and an advisory link teacher. They have completed the S.A.F.E. child protection awareness assessment and are waiting to begin the Kitemark quality assurance scheme.

How good is the Day Care?

Hellesdon pre-school provides good care for children. Staff are qualified and experienced in childcare. They are positive and friendly towards the children and create a happy and stimulating environment for them to play in. Sound policies are in place that are implemented effectively.

Safety is prioritised and daily risk assessments are carried out to maintain the high standard of care offered. Children can choose to play inside or play in a designated outdoor area when weather permits.

Good quality resources are available to support children's learning. Low storage units allow children to select activities and assume some responsibility for their own personal happiness. Resources are imaginative, in good condition and appropriate for the ages and stages of development of children who attend the group.

The partnership with parents and carers is also good. Parents are given good quality information about the group. They are encouraged to make contributions to their children's learning, and, are informed of events, and how they can support them.

What has improved since the last inspection?

Since the last inspection the three identified actions have been implemented successfully. As a consequence staff have up to date checks, and the register accurately denotes the times that children spend in the group. Fresh drinking water is accessible and made available to children throughout each session.

What is being done well?

- organisation is good. The staff work efficiently as a team and are good role models for the children (Standard 1 and 2);
- interaction is good and has a positive impact on children's confidence and self-esteem. (standard 1,2,3,9 and 11);
- resources are good, and help to create a stimulating environment, where children can play safely (standard 4,5 and 6);
- the partnership between the nursery and parents and carers is strong and enables both parties to contribute towards the children's care and education. (standard 12).

An aspect of outstanding practice:

Storytelling and group songs are inspirational and engage children in activities which not only support their creativity, physical development and musical ability, but also help the children to speak out in group situations and practice counting forwards and backwards.(standard 3)

What needs to be improved?

- the method used to secure temporary fencing and ensure that the outdoor play area is fully enclosed (standard 6);
- the storage of buggies in adverse weather conditions (standard 5)

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	identify dry storage space where children's buggies can be left in adverse weather conditions
6	make sure that the temporary fencing is secure so that children are unable to leave the premises unsupervised

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 Hellesdon Pre-school is very good. Children are presented with stimulating activities and resources to explore freely and make very good progress in all areas of their learning.

The quality of teaching is also very good. Staff are well qualified, experienced and committed to providing a stimulating, fun environment in which children are able to thrive and learn. They successfully balance free choice with purposeful, sustained activities.

A good structure for planning and assessments is in place. Consequently the activities are meaningful to children as individuals, enabling them to succeed and develop good self-esteem and confidence.

The leadership and management of the pre-school is also very good. The staff demonstrate a real commitment to improving the care and education of children and are supported by the group's committee. All staff members regularly attend relevant workshops to update their knowledge. Staff meetings, appraisals and policy reviews also take place to monitor and evaluate the effectiveness of the provision.

The pre-school has a good partnership with parents and carers. They have devised an effective routine for sharing information and encourage parents and carers to read notices and newsletters and engage in informal conversations with staff on a daily basis. In this way both parties are able to make practical contributions towards the children's care and learning.

What is being done well?

- the children are taught well and consequently they are learning and developing appropriate skills in all areas of the curriculum;
- interaction is good, which enables children to feel valued. They are set realistic goals, with high expectations, and are able to enjoy their successes;
- resources are of good quality and well used to support children's learning;
- the monitoring and evaluation of the day to day running of the provision positively impacts on the quality of care and education that is offered;
- the relationship with parents and carers is good and enables them to contribute towards their child's learning.

What needs to be improved?

- the effectiveness of the new assessment system.

What has improved since the last inspection?

The pre-school has fully implemented three key issues from the previous inspection and has therefore made good progress in these areas;

A personal assessment record is kept for each child, as a personal profile. The format for recording assessments has recently been updated. It is beginning to be effectively used to inform planning and identify meaningful learning objectives for individuals;

planning has been developed with assistance from an advisory teacher, to identify what children will learn from activities in all areas of the curriculum;

an operational plan has been devised to ensure that children are encouraged to balance free play with purposeful, sustained activities.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are motivated by a variety of planned activities and have learned to consider other children so that the group can work harmoniously together. Interaction is good and children behave well. They are familiar with routines and respond positively to set boundaries. As a result the children are confident and are developing good self-esteem. They share some responsibility for their personal care and pour drinks, wash hands, tidy up, dress themselves and go to the toilet independently.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident speakers. They have begun to make decisions and negotiate. They enjoy stories and enthusiastically take part in group action rhymes. Most children have begun to realise that words have meanings and are able to find their name cards. Some children can write their names on labels to stick onto their craft work and others have begun to ascribe meanings to the marks that they make during imaginary role play. Children select books to take home and share with their family.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

The children are able to count to ten unaided and further than ten during routine activities together in groups. They take part in board games to recognise numbers and are able to match colours, shapes and sizes on the computer. Staff support children's learning by using mathematical language across the curriculum, during games and in imaginary role play situations. They have begun to use simple addition and subtraction in action songs and familiar routines.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Opportunities for children to explore their environment are good. Children show sensitivity towards each other and learn about cultures, festivals and a variety of lifestyles before recording their observations imaginatively in two and three dimensions. A computer is available with appropriate software and children are competent in using it. They engage in simple scientific experiments such as ice filled balloons in water and have been cooking biscuits to raise money for charity.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Planned spatial awareness activities teach children to move with control and to be considerate of one another. The children are learning how to keep healthy and share responsibility for their own care, by putting on hats and coats outside in cold weather. Co-ordination and manipulative skills are good. Children balance, climb, jump, throw, catch and hit balls. They show control of their hands and fingers when building, using pencils, paint brushes, scissors and glue sticks.

CREATIVE DEVELOPMENT

Judgement: Very Good

The children use a variety of materials to communicate their ideas and explore textures, colour, shape and form. Displays of children's topical work on Diwali set the room alight. Cooking and snack times effectively nurture children's sensory development. They enjoy singing together, playing musical instruments and expressing themselves during imaginary role play. Staff provide children with opportunities to paint spontaneously and balance free expression with planned activities.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- evaluate the effectiveness of the new assessment system that is being introduced in the pre-school, when it is fully implemented, so that assessments continue to be relevant.

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.