



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 305229

DfES Number: 517748

INSPECTION DETAILS

Inspection Date	25/09/2003
Inspector Name	Janice Linsdell

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Oldfield Pre-School
Setting Address	Green Lane Chester CH3 5LB

REGISTERED PROVIDER DETAILS

Name	. Oldfield Pre-School Committee
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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

Oldfield Pre-School operates from a mobile building, situated within the grounds of Oldfield Primary School in Chester. The group have been running for several years, but have operated from the current premises since 1994, serving the local area.

The pre-school receives funding for both three and four year olds. There are currently 48 children from 2 and a half to 5 years on roll. This includes 26 funded 3 year olds. Children attend for a variety of sessions. At present, there are no children who speak English as an additional language, or who have been identified as having special educational needs.

The group opens five days a week during school term times. Sessions are from 9.00am to 12 noon and 13.00pm to 15.00pm each day.

Eight part-time staff work with the children. Half of the staff have early years qualifications to NVQ level 2 or 3 and one Supervisor is a qualified primary teacher. One member of staff is currently working towards a recognised early years qualification.

As the pre-school is in receipt of funding for nursery education, they have access to a foundation stage teacher from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Oldfield Pre-School provides good quality care for children under five years.

The premises are clean, secure and well utilised to create a stimulating environment for the children. Staff are deployed effectively within the group and work well together as a team. All relevant documentation is maintained according to regulation and most records contain sufficient and accurate detail.

Staff plan a wide range of interesting activities and play experiences to help the children make progress in all areas of development. The room is well set out with a

good selection of toys and equipment to support different types of play. Staff are vigilant about the children's safety at all times and they take positive steps to reduce any hazards to children. Good hygiene practices are promoted within the group. Snack time is a relaxed and pleasant experience for the children, where independence and social skills are actively encouraged.

Children are happy and settled and consistent daily routines help them to feel secure and enjoy their day. They take an interest in their environment and participate in activities with enthusiasm. Children behave well towards each other and adults, which is positively reinforced by the staff through regular praise and encouragement.

Staff keep parents well informed about the provision and the children's progress and development. Feedback from parents is positive about the staff, the supportive and friendly environment and the emphasis on enjoyment and learning through play.

What has improved since the last inspection?

At the last inspection, the group agreed to address the following actions:

obtain parental consent for outings and update the child protection policy.

These actions have been completed appropriately. All parents have provided written authorisation for children to be taken on outings. The child protection policy has been updated to include the procedures to be followed in the event of an allegation being made against a member of staff.

What is being done well?

- Staff have worked together in the pre-school for several years and their experience contributes to the smooth running of the group. Staff have attended a number of training courses, including behaviour management, multi-cultural awareness, food hygiene and risk assessment; all of which have a positive impact on the children's care.
- Staff develop warm and supportive relationships with the children and take an interest in what they say and do. They treat children with respect and offer lots of praise and encouragement to boost their self esteem.
- The session is well planned, so staff can work closely with the children to support their needs and have a positive influence on their learning. There are a good balance of free play and adult led activities to keep the children occupied and stimulated.
- The organisation of snack time is very good. Children can choose for themselves when they are ready to have their snack, so their play and learning is not disrupted. A good range of healthy snacks are offered to the children and the staff promote and support the development of social and independence skills.

What needs to be improved?

- the arrangements for ensuring that the electrical safety of the building meets requirements
- the procedures for recording fire drills.

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
6	Update the electrical safety check to ensure that electrical fittings conform to safety requirements and do not pose a hazard to children.
6	Make sure that full details are recorded in the fire drill book.

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

How effective is the nursery education?

Oldfield Pre-school are providing good quality nursery education. The children are making very good progress towards the early learning goals in all six areas of learning.

The quality of teaching is very good. Staff have a good understanding of the early learning goals, and are committed to continuing training. Staff are good role models for the children, and as a result children's behaviour is very good. Good staff ratios ensure that the children are well supervised and supported by staff in all their activities. Staff know the children very well and match activities appropriately to their level of skill and development as a group and as individuals. There is a well planned programme of activities and experiences in all six areas, however, they need to be evaluated to plan for the more and less able children.

The leadership and management of the setting is very good. Staff have clear and defined roles within the pre-school and all work well as a team. There are regular staff meetings, these involve the planning of the curriculum, and the cascading of information from staff attendance at training courses. Senior supervisors along with staff, constantly evaluate the provision and all are committed to the further development and improvement of what the setting has to offer.

The pre-school's partnership with parents is good. Parents are given introductory information, along with information on the educational provision and the early learning goals. They have access to details on present and forthcoming topics, to enable them to participate with their child's learning at home. Parents visit the pre-school to meet with staff to discuss what the setting has to offer and to look at themes of work and assessment records. All parents are asked to share information about their child prior to starting. Parents' evenings are also organised to keep parents up to date with their children's' progress

What is being done well?

- The children are confident and independent, they are able to select toys, equipment and activities to be involved in. The children are able to choose their snack and when to eat it.
- Children are settled and know the routine well.
- There are many opportunities for the children to look at their own community and the wider world.
- Staff have high expectations of the children, and as a result, the children's behaviour is very good, they are polite and well mannered. Staff portray good role models for the children.
- Staff interact and communicate effectively with the children, helping to

develop the children's language and vocabulary skills.

- All staff have a good understanding of the early learning goals and how these are used to promote children's development.
- Planning covers all six areas of learning, all staff are involved in the formulation of plans and themes.
- There is very good leadership within the pre-school, staff are offered opportunities for training and development.
- An effective partnership with parents is in place.

What needs to be improved?

- the monitoring and evaluating of plans and activities, to ensure that these are being carried out appropriately and are effective in meeting the needs of all children, including those more able and less able children.

What has improved since the last inspection?

The pre-school have made very good progress in response to the key issues following the last inspection in 1999, this has had a positive impact on what the setting has to offer.

The pre-school's first key issue was to create more opportunities for the children to be aware of number operations, such as simple addition and subtraction. Many opportunities are made available for the children to be involved with number operations in both planned mathematical activities and other spontaneous activities and play. The second key issue was to give the children more time to respond to questions, to think about new situations they meet and develop ideas. Staff plan a range of specific activities that encourage the children to think, predict and answer questions. Staff interact and communicate well with children during activities and throughout the session to encourage their

language and thinking skills. The third key issue asked the pre-school to develop an effective system of assessing children's knowledge and skills and to use it to influence future planning. Staff assess the children's development and achievements and are aware of the children's individual abilities. Appropriate activities are planned, however, planning needs to be evaluated to ensure that they meet the needs of all children.

The fourth key issue asked the pre-school make formal arrangements for encouraging parents to contribute to their children's assessment, and for sharing information about their children's achievements with them. The pre-school retain a folder for each child, this contains examples of the children's work, evidence of the child's development and formal assessment records. Parents are asked to complete a 'Starters' questionnaire prior to their child starting. Plenty of information is on display in the entrance area showing the early learning goals and what children are expected to achieve along with photographs as examples. The pre-school also offer

parents' evenings.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

The children are making very good progress in personal, social and emotional development. They are happy and settled, arriving at pre-school happy and eager. The children are confident and independent as they select toys, equipment and snacks, and decide upon activities to be involved in. They show care and concern for each other, and have good relationships with both staff and each other. Staff have high expectations of the children and as a result the children are well behaved and polite.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Progress in communication, language and literacy is very good. Children show confidence when speaking in front of others and are developing good language and vocabulary skills. They are given many good opportunities to use language to think, predict and to describe. They sit quietly and listen attentively to stories read by staff, and have opportunities to self select books. Children recognise their own names. Some children are able to make marks, others are able to form letters.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

The children are making very good progress in mathematical development. They are developing an understanding of shape and size and the use of mathematical language. They are able to compare objects, sort and match as they are involved in matching games, and recreate patterns as they build complex three dimensional models. Some children are able to count from one to ten and beyond. They are given many opportunities to predict and to consider concepts such as 'more than' and 'less than'.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children's progress in knowledge and understanding of the world is very good. They have access to a range of technological toys and equipment. Children are able to competently design and make three-dimensional models from a range of construction toys and equipment. The programme gives the children many good opportunities to learn about their own community and they are developing a very good understanding of the wider world, their cultures and differences.

PHYSICAL DEVELOPMENT	
Judgement:	Generally Good
The children are making very good progress in physical development. They move confidently and safely around the room, and are aware of space, toys, and others. They practise climbing, crawling through, and jumping as they tackle an obstacle course. The children are able to use a range of both large and small tools and equipment with competence. They understand the importance of healthy eating as they select healthy foods from the range on offer at snack time.	

CREATIVE DEVELOPMENT	
Judgement:	Very Good
The programme for creative development is very good. Displays and examples of work show that children are able to use a variety of techniques in their art work. There are many examples of the children's self expression and free painting, as they paint self-portraits. The children look at different textures during a matching game. Children are involved in spontaneous role play both with and without adult support, where they confidently use their imagination and language.	

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 the following point for development should be considered in the Action Plan:
- the monitoring and evaluating of plans and activities, to ensure that these are being carried out appropriately and are effective in meeting the needs of all children, including those more able and less able children.

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.