



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 147493

DfES Number:

INSPECTION DETAILS

Inspection Date	17/09/2003
Inspector Name	Kay Williams

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Alban Pre-School Playgroup
Setting Address	Pennefather Hall Christ Church, St Albans Road Barnet Herts EN5

REGISTERED PROVIDER DETAILS

Name	Ms Eve Brown
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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

Alban Pre-School Playgroup opened in 2000. It operates from two rooms on the first floor of a church hall in Barnet. It serves the local community and beyond.

There are currently 24 children from 3 to 5 years on roll. This includes 16 funded three-year-olds. Children attend a variety of sessions. The group has previously supported children with special educational needs and children who speak English as an additional language, although there are none currently attending.

The playgroup opens five days a week during term time. Sessions are from 09:00 until 16:00.

Six full time members of staff work with the children. Half of whom hold level 3 qualifications.

The setting receives support from a teacher from the Early Years Development and Childcare Partnership.

How good is the Day Care?

The setting provides good quality day care for children.

The Pre-school is well managed and the motivated staff team provide a warm and welcoming environment for the children. The premise is set out with children in mind and the range of equipment offered is both age appropriate, safe and well maintained. The outdoor area used by the children is not fully enclosed. Staff have risk assessed the area and there are comprehensive procedures in place regarding its safe use, however there are some weakness in this area of risk assessment. Documentation and record keeping is of a good quality and effective procedures are in place overall, although, the procedure regarding the security of the building is not always effective.

Areas for promoting children's health are good, they enjoy a balanced healthy mid morning snack and their personal health needs are appropriately met. Children are

positively recognised as individuals and cultural diversity is valued, children with Special Educational Needs are appropriately supported. Staff knowledge of child protection procedures is currently insufficient.

Children are very well behaved. Staff provide positive role models and the well written behaviour management policy is consistently implemented by all adults. Relationships between the staff and children are a strong feature of the setting and as a result the children are confident learners. Children are grouped very effectively and adults plan a wide range of activities which are stimulating, interesting and promotes all children's learning effectively.

Parent's express high level of satisfaction with the standard of care and education offered at the pre- school. Written reports and verbal feedback keeps them up to date with their children's progress.

What has improved since the last inspection?

At the last inspection the setting agreed to conduct a full risk assessment on the use of the outdoor play space. Comprehensive policies and procedures are now in place and existing practice is generally effective in allowing the children to play outdoors safely.

What is being done well?

- There is a wide range of well planned activities which positively promotes children's independence. They are confident learners who clearly enjoy their time at the pre-school. They are developing well in all areas of the curriculum and especially enjoyed the opportunity to explore and observe living creatures.
- Partnerships with parent's is a particular strength. Parent's express high levels of satisfaction regarding the service they receive. Written information is readily available and parent's especially value the home diary system which allows them to read about how their child has spent his or her time at play group.
- Behaviour management is excellent. The policy is well written and consistently implemented by all staff who are patient and gently spoken.
- The staff team work well together, they are committed enthusiastic and clearly enjoy their role. They have good links with the local authority Early Years Development Child Care Partnership, regularly attend training sessions and have developed a comprehensive range of effective policies and procedures.

What needs to be improved?

- the security of the premises;
- the periodical review of the procedure for use of the outdoor play space;

- staff knowledge and understanding of child protection issues.

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	review risk assessment on the use of the outdoor play space according to the needs of the children attending.
6	ensure the building is secure and that entry is gained only by those invited.
13	ensure that the child protection procedure for the playgroup complies with local Area Child Protection Committee (ACPC) procedures and that staff knowledge and understanding of child protection issues is sound

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

How effective is the nursery education?

Alban Pre-School Playgroup provides very good quality nursery education and children are making very good progress towards the early learning goals. They make very good progress in: personal, social and emotional development, mathematics, knowledge and understanding of the world, physical, and creative development. Their progress in language, literacy and communication is generally good with many very good aspects.

The quality of teaching is very good. Staff encourage children's independence and good behaviour. Staff are calm, gently spoken and the children are happy and co operative. Staff knowledge of the foundation stage curriculum enables them to plan an interesting and appropriate range of activities, which extends children's learning very well.

Leadership and management are very good. Success of the setting is due to the well structured management system and an effective staff team who work well together. Staff share a good understanding of early years practice and are committed to developing the quality of the provision through ongoing evaluation and training.

Partnerships with parents are very good. Parents are well informed of the curriculum and they are kept well informed of their children's progress. They openly express satisfaction with the service they receive.

What is being done well?

- Strong leadership creates a shared ethos of good early years principles. Competent teaching encourages children to think about their play and adult questioning consolidates children's learning.
- Staff plan a wide range of activities coupled with good periods of uninterrupted free play which allows the children to engage in meaningful play and develop their learning fully.
- Personal, social and emotional development is very good. Children are confident, independent and interested in their work. Relationships between staff and children are good, children's behaviour is excellent
- Partnerships with parents are very good. Parents are offered good information about the setting's ethos and aims and objectives and are kept well informed of their children's achievements.

What needs to be improved?

- Opportunities for more able children to link sounds with letters and understand the sound that letters make.

What has improved since the last inspection?
N/A

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

The quality of children's learning in the area of personal and social development is very good. Children are confident learners who independently select their own resources. Behaviour is excellent, they are co operative and have developed positive relationships with both adults and their peers. They are able to concentrate well during individual and group activities. They take turns and share fairly.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

The programme for communication, language and literacy is generally good with some very good aspects. Children are confident communicators, especially when recalling personal experiences. They enjoy listening to stories and use books appropriately. Adults provide good examples of written text and many children can identify their own name and several are beginning to learn to write. There are insufficient opportunities for more able children to learn to link the sounds with letters.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

The children's progress in mathematical development is very good. They can count reliably to ten and they use mathematical language with increasing skill and meaning. They can compare size and shape and some children are developing their knowledge of simple addition and subtraction.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

The programme for knowledge and understanding of the world is very good. Children are able to investigate and observe natural resources and find out about features of living things such as garden insects. Opportunities to use technology are well supported and they are able to build and construct with increasing skill. A range of activities are planned throughout the year which allow children to experience cultures other than their own.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children's progress in within the programme for physical development is very good. Opportunities for them to develop fine motor skills are sound, they construct and use tools with ease. They are confident movers and demonstrate a good understanding of spacial awareness. Activities are planned both in and outdoors for children to use a range of equipment, including; balls, balancing beams, climbing frames and a slide.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children make very good progress within the learning area of creative development. They express their ideas freely through a range of activities such as moving to music, painting and make good use of the puppet theatre. There are varied opportunities for children to explore materials and respond in a variety of ways to what they see, hear, smell, touch and feel. A good range of role play props and small world resources are provided for children to further develop their creative thinking.

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:

- Provide more opportunities which allow able children to engage in activities that will encourage them to learn the sounds that letters make.

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.