



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY263021

DfES Number: 585143

INSPECTION DETAILS

Inspection Date 11/10/2004
Inspector Name Heather Jeanette Knox

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Paston Playdays
Setting Address Paston Ridings School
Paston Ridings
Peterborough
Cambridgeshire
PE4 7XG

REGISTERED PROVIDER DETAILS

Name Family Welfare Association 264713

ORGANISATION DETAILS

Name Family Welfare Association
Address Taverners Road
Peterborough
Cambridgeshire
PE1 2JR

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

Paston Playdays Pre School opened in 1997 and moved to its current location in 2003. It operates from a mobile classroom in the grounds of Paston Ridings Primary School, Peterborough. The group has use of three playrooms plus a kitchen, office and toilet facilities. They are able to use the school playground and playing fields for outside play. The Pre School serves the local area.

There are currently 21 children from 2 to 4 years on roll. This includes 13 funded 3 year olds. Children attend for a variety of sessions. The setting supports children with special needs and for whom English as an additional language.

The group opens five days a week during school term times. Sessions are from 0900 until 1130. The group also offers a lunch club for the older children from 1130 until 1230.

Four full time staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. Two staff are due to start working towards a recognised early years qualification. The setting receives support from a teacher from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Paston Playdays Pre School provides satisfactory care for the children who attend. The staff have good relationships with the children and provide them with a range of activities to help develop their areas of learning. A key worker system is in place although this is not effectively used to support children's learning. Staff are guided by an agreed set of policies and procedures which they consistently implement. Staff make effective use of the premises to provide a warm and welcoming setting for the children. They are aware of maintaining safety standards to reduce risks to children. However, staff need to ensure children cannot access the office area.

Staff provide the children with healthy snacks and promote good hygiene habits. Staff treat children as individuals and encourage them to take part in all activities.

However, there are limited opportunities for children to learn about other cultures and traditions. Staff act as good role models and consistently reinforce the rules to the children.

There is a good relationships with the parents. Staff encourage the parents to help at the groups to be involved with their child's learning Documentation is in place to support the management of the group although some areas needs reviewing and amending to comply with standards.

What has improved since the last inspection?

The group was deemed to be meeting the standards at the last inspection. They have continued to look at ways to improve the quality of the care offered to the children.

What is being done well?

- Parents are warmly welcomed by the staff and receive on going information about events and activities via the notice board and regular newsletters.
- Staff are aware of children's individual dietary needs and requirements. They provide the children with a variety of healthy nutritious snacks.
- Staff ensure good hygiene practices are maintained and follow the policies which are in place. They encourage the children to wash their hands before eating, after messy play and after visiting the toilet.

What needs to be improved?

- the documentation to meet current standards,
- the opportunities for children to learn about other cultures and traditions,
- the accessibility of the office area to increase children's safety
- the use of the key worker systems to assist children's development

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
2	review the use of the key worker system to aid planning and assessment;
6	ensure children are not able to access the office;
9	ensure that children have an appropriate range of activities and resources that promote equality of opportunity and anti-discriminatory practice
14	request written permission from parents for seeking emergency medical advice or treatment, and ensure complaints policy contains Ofsted's address and telephone number.

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 Paston Playdays Pre School is good. Children are making generally good progress towards the early learning goals except in communication, language and literacy which has significant weaknesses.

The quality of teaching is generally good. The staff are calm and patient and set clear boundaries for the children. Staff involve the children in good discussions to extend their knowledge, although they do not always use effective open ended questions. Staff work well as a team and are aware of their roles and responsibilities. Planning covers the six areas of learning but doesn't clearly identify the expected learning outcomes. Assessments are in place. However, these are not used to inform future plans and do not extend children. The session is very child initiated with very little structured learning. Resources are not always effectively used to support learning.

The leadership and management is generally good. Staff work well together as a team and are supportive of each other during the session. Good leadership from the supervisor who monitors the staff. Staff are willing to attend training to increase their skills. Staff seek and use advice from external sources.

Staff have good relationships with the parents. A good prospectus in place and parents receive on going information via the notice board and newsletters. Parents receive their child's record of achievement when children leave. Staff talk to the parents at the end of each session. However, they receive limited information regarding their child's progress towards the stepping stones.

What is being done well?

- Children's personal, social and emotional development is well fostered. Staff provide a warm and caring environment where children can feel relaxed and settled. Staff are supportive of new and young children.
- Children behaved well and receive praise and encouragement from the staff. They are able to share and take turns and have a good understanding of right and wrong.
- Children show concentration and perseverance. They listen attentively and enjoy taking part in large group activities such as singing, story telling and ring games.
- Children have good physical skills and show control and co-ordination in their movements. Effective activities and resources help to promote their hand eye co-ordination skills.

What needs to be improved?

- the information gained from the assessments to inform future planning,
- the short term plans to clearly show the expected learning outcomes and how children will be challenged,
- the opportunities for children to extend their language and literacy skills in structured and free play activities,
- the information given to the parents regarding their child's progress towards the early learning goals.

What has improved since the last inspection?

The pre school has made limited progress since the last inspection and weaknesses still remain in planning and assessments. New formats have been introduced although plans still lack clarity and assessments are not used to inform future plans.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children enjoy attending the group and are happy and settled in the setting. They are confident to explore the activities and play well together in small groups. They have good relationships with each other and are able to share and take turns when using the equipment. Children are well behaved and are developing an understanding of right and wrong. They have good independent skills which they use as they self select resources, pour out their drinks and take themselves to the toilet.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Significant Weaknesses

Children are able to sit and listen and show good concentration. They enjoy sharing their views and opinions and actively engage in conversations. However, there are limited opportunities for them to individually share their knowledge. Children have good hand-eye co-ordination and enjoy using pencils, although there are insufficient opportunities for them to make meaningful marks in their free play. Children are not encouraged to write and name cards are not used effectively to promote learning

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are confident at using numbers and can count up to seven. They are less confident at recognising numerals. Children are able to sort and match according to different categories and can recreate a pattern using bricks. They recognise the difference between large and small items and have an understanding of addition and subtraction. Number songs are effectively used to reinforce learning.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are able to investigate natural and man made materials as they look at leaves, melt ice cube blocks and mix different paints. They learn about the world around them as they discuss the seasons and plant cress seeds and tomato plants. They observe changes as they bake cakes and make jelly. They effectively use telephones and cash machines in their free play. However, they are have insufficient opportunities to learn about other cultures and traditions.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children demonstrate good physical skills as they use different tools and equipment. They successfully cut with scissors and use rollers and cutters to make play dough shapes. They competently build with bricks and thread beads onto string. Children move around the room with control and co-ordination. They are aware of how to manoeuvre their bodies over an obstacle course, balance on beams and throw balls and bean bags.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children have opportunities to explore different materials such as clay, play dough and ice blocks. They paint with leaves, sponges and fruit and make three dimensional cards and masks. They are confident at recognising a range of colours. Children enjoy singing and taking part in ring games. They use their imagination in the role play area and with small world equipment. Children develop their senses as they play musical instruments, bake cakes, plant seeds and make bark rubbings.

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

- review short term plans to clearly show what the children are intended to learn from the activity and how they will be challenged. Ensure focused activities cover all areas and relate to the stepping stones;
- ensure assessments are used to help plan for individual targets and inform the short term plans;
- provide more opportunities for children to write for a purpose in their free play and develop recognition of their name. Review the timetable the day to provide a balance of child and adult initiated play;
- review how parents receive information to ensure they are aware of their child's progress and development towards the stepping stones.

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.