



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY273607

DfES Number: 515376

INSPECTION DETAILS

Inspection Date 22/03/2004
Inspector Name Alison Large

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Ashurst Pre-School
Setting Address Foxhills Lane, Colbury
Totton
Southampton
Hampshire
SO40 7ED

REGISTERED PROVIDER DETAILS

Name The Committee of Ashurst Pre-School

ORGANISATION DETAILS

Name Ashurst Pre-School
Address 3 Wood Road
Ashurst
Southampton
Hampshire
SO40 7BD

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

Ashurst Pre-school opened in 1970. It operates from a nursery unit in the grounds of Foxhills school in the Ashurst area of Hampshire. It serves the local area.

There are currently 95 children from 2 years 9 months to 5 years on roll. This includes 49 funded 3 year olds and 24 funded 4 year olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs and none who speak English as an additional language.

The pre-school opens five days a week during school term times. Sessions are from 09:15 until 11:45 and 12:30 until 15:00.

Ten staff work with the children. Five staff have early years qualifications to NVQ level II or III. Four staff are currently working toward a recognised early years qualification. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership.

How good is the Day Care?

The pre-school provides good quality care overall for children aged two years nine months to five years.

The pre-school offers a warm and welcoming environment with adequate play space both inside and out and staff ensure the children are well cared for. There are procedures in place to help staff have a consistent approach to their work including regular staff meetings. Most of the documentation and procedures are in place. However an addition is needed.

The pre-school welcomes children with special needs and staff ensure their individual needs are met. The staff promote equality and diversity and have a good awareness of safety both inside and outside, to ensure the children are kept safe at all times. Staff encourage good hygiene practices with the children and have clear and concise procedures for dealing with health issues. Staff promote healthy eating

when providing snacks.

Staff know the children well, and enjoy their company and the children are happy and settled. Indoors there is a variety of activities provided for the children to keep them interested and stimulated. The pre-school provides an outside play area to help the children develop their physical skills. A good range of toys and equipment are provided for the children which help them develop and learn to make choices. Staff are consistent in promoting positive behaviour management and praise and encourage the children.

The pre-school has a good relationship with parents and they are kept informed through newsletters and the key worker system.

What has improved since the last inspection?

Not applicable

What is being done well?

- The pre-school has a good range of toys and equipment including small world, construction, role play and creative play and staff plan a varied range of activities to support all areas of a child's development. Staff develop good relationships with the children, and enjoy their company. Staff spend time talking to the children and are interested in what they say and do.
- The pre-school is warm and welcoming to parents and children, children's work is displayed and children are able to make choices to encourage and develop their independence. An outside play area is provided to help children develop their physical skills.
- The pre-school welcomes children with special needs, are aware of their individual needs and promote diversity and equality. The staff offer a healthy snack to the children.
- The staff have a good awareness of safety issues inside and out to ensure the maximum safety of the children. Staff are proactive in promoting good health and hygiene routines with the children including regular hand washing.
- The pre-school staff have a consistent approach to behaviour management, including giving the children praise and encouragement. Staff make good use of the space provided to ensure the children are well cared for.

What needs to be improved?

- recording staff in registration system and signing all visitors in the visitors book
- first aid training for staff

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
2	Ensure the registration system records children and staff, and ensure all visitors to the group are signed into the visitors book
7	Ensure staff are able to access suitable first aid training.

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 Ashurst Pre-school is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals in all six areas of learning. They are making very good progress in personal, social and emotional development.

The quality of teaching is generally good. Staff form easy and trusting relationships with the children. They encourage their language and understanding through relaxed discussion and engaging their interest in the activities available. Planning and assessment, however, is not used effectively to support children in all areas of learning. Personal, social and emotional development is given a high priority. There are good settling-in routines to help children feel confident and ready to learn. Staff manage behaviour well. They have a clear and consistent approach and promote positive behaviour through praise and encouragement. Children know the routines and behave well. Staff work well as a team and provide an inviting environment. There is a good range of resources available and stored in accessible units.

Leadership and management is very good. The committee and key staff work together to provide a strong management team. They have a very good awareness of the key strengths and weaknesses. They have implemented strategies for improvement such as training and evaluation. Parents are consulted and involved in order to improve the quality of the provision.

Partnership with parents is generally good. Parents value the friendly and approachable staff and the opportunity to share information daily. Parents are kept up-to-date with current topics and activities through regular newsletters and the notice board. However, they have limited opportunities to discuss their child's records with their key worker. Parents have opportunities to be involved in their child's learning when joining the parent rota and when helping their child with the home link activity sheet.

What is being done well?

- Strong leadership and management provides a sound foundation for children's learning. Partnership with parents is given a high priority and their views are sought to improve the quality of the provision.
- Children's personal, social and emotional development is fostered effectively. Staff provide positive role models. They give children time and space to focus on activities and develop their own interests.
- Children are confident speakers. They use spoken language well in a variety of situations to express themselves. Staff encourage them to talk about what they are doing and past experiences. Children make up stories during

imaginative play.

- Children move with control and coordination indoors and outdoors. They are developing skills in using a range of small and large equipment and respecting each other's space.

What needs to be improved?

- planning to ensure that all areas of learning are included
- staff's understanding of the stepping stones and the system for observation and assessment
- opportunities for children to recognise their names, link sounds and letters and develop their mathematical understanding
- opportunities for children to create their own models.

What has improved since the last inspection?

The pre-school has made generally good progress since the last inspection when it was asked to:

Extend the planning for the curriculum. The pre-school is still developing the system for planning. Plans include each area of learning and focus activities are linked to the stepping stones to indicate what children are expected to learn. A variety of teaching methods are used and children have free choice of the activities and resources set out.

Use records of children's attainments to plan activities which support their needs and steady progress. Children's assessment records are used when planning the overall programme and individual progression. However they do not currently cover all aspects of learning.

Provide more encouragement for children to use and enjoy books as part of regular activities and routines and offer more chances for children to use writing to express their own ideas. The book corner is an inviting area that children are using. Staff and children share a variety of books together. Children have opportunities for writing and mark-making although these are not always available in the role-play area.

Plan more practical tasks and activities, which encourage children to solve simple problems about mathematical ideas such as weight and capacity. Use everyday objects and equipment to help children begin to understand simple number operations, such as 'add one more' or 'take one away'. There are a variety of resources and activities used to encourage children's mathematical understanding. Calculation is presented clearly and simply during number rhymes. However opportunities are missed on a daily basis to develop mathematical understanding and to solve simple problems such as more or less.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested, excited and motivated to learn. They form positive relationships with staff and each other. They learn to take turns and share when playing together. They know the rules of the setting and behave well. Good settling-in routines help children to develop confidence. Most move around the activities confidently and seek help when unsure. Many concentrate for extended periods on self-chosen activities. They are developing personal independence during self-care routines.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are becoming confident communicators. They initiate conversations with adults and each other. They talk about their experiences and what they are doing. Many confidently contribute at circle time. They engage in a range of activities to encourage pre-writing skills and practise mark-making. However they have few opportunities to recognise their name or familiar letters. Children listen attentively to stories and enjoy sharing a range of books with staff. They handle books with care.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children engage in activities to develop their counting skills. Many confidently count how many children are present and how many ants on the wall. They enthusiastically join in with number rhymes and count how many are left. However opportunities are missed at other times to develop mathematical awareness and solve simple problems. Children use a range of good quality resources to explore shape, pattern and position. They follow patterns when threading and refer to position when building.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are developing an awareness of time. They talk about their families and what they do at home. They look at old photographs and compare then and now. They refer to the timetable during the session and know the order of the day. Children have few opportunities to select tools and materials for themselves to create their own designs. Children explore the natural world through a variety of topics such as the seasons. They grow sunflowers, print with leaves and talk about the weather.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children are developing confidence and skill in using a variety of tools and materials. They roll clay, thread beads and squeeze paint into pots. They demonstrate increasing control when drawing, fitting trains on tracks and figures in and out of small spaces. Children move confidently indoors and outdoors. They are developing respect for each other's space when running, sliding and climbing. However opportunities are not planned for all children to extend their skills such as balancing.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children explore a variety of media and materials. They make dens for dinosaurs and models in clay. They have time to concentrate until satisfied with their work. Many can name colours and describe textures. Children enthusiastically join in with familiar songs and rhymes. However they have few opportunities to explore sounds and rhythm or play musical instruments. Children use their imagination when creating their own stories with the small world toys or when dressing-up in the role-play area.

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

- improve planning to ensure that all areas of learning are included for each child, learning objectives are clear so that activities are presented at the right level and all children have access to the full range of resources
- improve staff's understanding of the stepping stones to support the system for observation and assessment and ensure that all aspects of learning are included and used to plan for individual children's progress
- provide opportunities during everyday routines and activities for children to recognise their names and link sounds and letters; to develop their mathematical understanding and solve simple problems
- provide opportunities for children to select a variety of tools and materials to design and make their own models.

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.