



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 117196

DfES Number: 513943

INSPECTION DETAILS

Inspection Date 26/11/2004
Inspector Name Heather Morgan

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Little Deers Morley Centre Pre-School
Setting Address Morley Centre
Broadland Gardens, Stentaway Drive
Plymouth
Devon
PL9 8TE

REGISTERED PROVIDER DETAILS

Name Little Deers Morley Centre Pre-School 1026991

ORGANISATION DETAILS

Name Little Deers Morley Centre Pre-School
Address Morley Centre
Broadland Gardens, Stentaway Drive
Plymouth
Devon
PL9 8TE

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

Little Deers Pre-School operates from a youth community centre situated on the outskirts of Plymstock. The setting share their premises with an out of school club and a childminding group, serving the local community. The accommodation consists of a large play room with an enclosed outdoor play area. There is also access to a kitchen and toilet facilities.

The pre-school is open during school term times only and sessions run from 09.15 to 12.00 on Monday, Wednesday, Thursday, and Friday mornings and from 12.30 to 15.00 on Tuesday afternoons. There is also a lunch club on a Wednesday and Thursday, when children can bring a packed lunch and stay until 13.00.

At present there are 15 children on roll, 9 of whom are in receipt of nursery education funding. The group supports children who use English as an additional language.

The pre-school is managed by a parent committee who employ six members of staff, four of whom hold a relevant early years qualification. The group receives support from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Little Deers Pre-school provides good quality care for children.

Staff create a bright, welcoming environment where children are happy, relaxed and supported well during the settling in process. Regulatory documentation is in place, although policies need extending to include procedures to be followed in the event of a child being lost. Sessions are well-organised and staff work together effectively to support children's learning and play.

Good attention is paid to the health, safety and welfare of the children. Appropriate procedures are in place and implemented well. For example, staff undertake daily checks to ensure that the premises and resources are safe, children are encouraged

to wash their hands before meals and staff have regular discussions with parents to ensure that children's individual care needs are met. Staff have begun to introduce fruit at snack time to encourage healthy eating, but it is not offered every day.

Staff plan and offer a wide variety of activities at each session. They interact well with children, responding to their ideas and suggestions, asking open-ended questions and encouraging them to work things out for themselves. Children's behaviour is generally good and staff use praise and encouragement well to promote and reward good behaviour.

There is a good partnership with parents. They have access to a range of information about the group and its activities and welcome the regular opportunities for informal discussions with staff.

What has improved since the last inspection?

The pre-school has made good progress in addressing the actions raised at their previous inspection. Policies and procedures have been reviewed, staff are familiar with them and implement them well to support the health, safety and welfare of the children.

What is being done well?

- Staff work hard to create a bright, welcoming learning environment.
- Staff work well together and interact warmly with children.
- Children are offered a good variety of activities at each session.
- Parents have regular opportunities for discussion with staff, which ensures that children are cared for in accordance with their parents' wishes.

What needs to be improved?

- policy documents, to include procedures to be followed in the event of a child being lost
- the variety and nutritional value of snacks.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

No complaints have been raised since April 2004.

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	Develop procedures to be followed in the event of a child being lost.
8	Extend the variety and nutritional content of children's snacks.

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

How effective is the nursery education?

Little Deers Pre-school provides good quality nursery education and children are making generally good progress towards the early learning goals in personal, social and emotional development, mathematics and physical development, and very good progress in communication, language and literacy, knowledge and understanding of the world and creative development.

The quality of teaching is generally good. Staff interact well with children, use appropriate questioning to encourage independent thinking and are generally clear on how activities support progress towards the early learning goals. Activity plans demonstrate how all areas of the curriculum are covered, although it is not always clear what the specific learning intentions are of some of the activities. Children have good opportunities to initiate activities for themselves and staff make good use of spontaneous play to support learning. Staff regularly evaluate activities, observe and assess children's progress, but the information is not always used effectively to identify how activities will be adapted to support individual learning and extend more able children. Staff use praise and encouragement effectively to promote and reward good behaviour, but do not provide sufficient support to children to enable them to concentrate well during whole group activities.

Leadership and management are generally good. The supervisor and deputy provide good guidance and support to staff and the whole team have a good commitment to improvement. Staff provide a varied curriculum that supports children's learning, but evaluation and assessment procedures need further development to ensure that this can be monitored effectively.

There is a generally good partnership with parents. They have access to a range of information about the group and its activities and value the opportunities for informal discussions with staff. They are happy their children's progress, although rarely access or contribute to their assessment records.

What is being done well?

- Staff interact warmly with children and use open-ended questioning to encourage children to work things out for themselves.
- Children have good opportunities to initiate activities for themselves and staff respond well to children's ideas.
- Children have regular opportunities to explore and investigate a range of natural and made materials.
- Children regularly engage in role-play, using resources imaginatively and this is supported well by staff to encourage learning.

What needs to be improved?

- the use of assessment records to develop plans that support children's progress in all areas of the curriculum and demonstrate how more able children will be extended and challenged
- support for children during whole group activities to develop their concentration skills.

What has improved since the last inspection?

The pre-school has made generally good progress overall in addressing the three key issues raised at their previous inspection. They now provide children with regular opportunities to access mark-making materials and children use them enthusiastically to write for many different purposes. Staff regularly observe and assess children's progress and develop plans to support their interests. The plans have been developed to demonstrate how all areas of the curriculum are covered, although it is still not clear how they are adapted to challenge more able children.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are happy, settle well at the beginning of sessions and participate enthusiastically in activities. They confidently choose and use resources independently and initiate activities for themselves, particularly imaginative role-play. They generally play well together, for example working collaboratively to construct large models. They show good care and concern for the younger members of the group, but do not concentrate well during whole group activities.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident speakers, regularly initiating conversation with their peers and adults. They are developing a wide vocabulary and use language well to describe what they are doing and to recall previous events. They enjoy listening to stories and looking at books and are beginning to recognise familiar words such as their names. They use mark-making materials regularly to write for different purposes, for example during role-play and many can write their own names.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children use numbers confidently to count objects and can sequence numerals accurately. They are developing a good awareness of number and can sometimes accurately identify the number of objects in a group without counting them. However they do not use their developing skills to make simple calculations and solve practical problems. They use a range of resources to develop awareness of different mathematical concepts and use appropriate language to make comparisons of size, shape and position.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children enjoy exploring and investigating different materials and working things out for themselves. They notice and question change, for example why ice melts or how plants grow. They use electronic and programmable toys to support their learning and enjoy designing and building models of all shapes and sizes to use in their imaginative play. They use appropriate language to describe the passage of time and engage in themed activities that develop their awareness of the environment.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children regularly handle small resources and tools and are developing good hand-eye co-ordination and dexterity. They use equipment such as hammers and scissors with increasing control and safety. Each day children have opportunities to access resources such as wheeled toys, climbing and balancing equipment or to exercise their large muscles outdoors. Not all children choose to access these activities and more able children are not always challenged sufficiently to develop physical skills.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children regularly access a wide range of materials and are encouraged to use them in different ways to express themselves freely. They enjoy mixing colours, painting, printing and creating two and three-dimensional artwork using collage, recyclable and malleable materials. They enjoy singing familiar rhymes and songs and exploring sound and rhythm using musical instruments. They engage in imaginative role-play, using resources in different ways to develop and extend their elaborate stories.

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

- further develop planning and assessment procedures to ensure that children are making steady progress in all areas of learning and that more able children are extended
- support children appropriately during whole group activities to develop their concentration skills.

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.