



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 507915

DfES Number: 512665

INSPECTION DETAILS

Inspection Date	18/05/2004
Inspector Name	Susan McCourt

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Lower Willingdon Pre-School Nursery
Setting Address	Willingdon County Primary School Rapsons Road, Lower Willingdon Eastbourne East Sussex BN20 9RJ

REGISTERED PROVIDER DETAILS

Name	The Committee of Lower Willingdon Pre-School Nursery
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ORGANISATION DETAILS

Name	Lower Willingdon Pre-School Nursery
Address	Willingdon County Primary School Rapsons Road Eastbourne East Sussex BN20 9RJ

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

Lower Willingdon Pre-School Nursery is based in a building on the site of Lower Willingdon Primary School. Lower Willingdon is on the outskirts of Eastbourne, close to the downs. The pre-school is committee-run, offering sessional day care and a breakfast club for children from the local area. The breakfast club is open from 07:45 to 08:45 and the pre-school sessions run from 09:00 to 11:30 and again from 12:30 to 15:00. They are open from Monday to Friday, term time only. All aspects of the care are available for 22 children aged 2 to 8 years. There is a main playroom with adjoining outdoor area.

There are 75 children on roll, 37 of whom are funded three-year-olds and 22 are funded four-year olds. The group support children with special educational needs and those for whom English is an additional language. The nursery is a member of the Pre-school Learning Alliance and is accredited by that organisation. The nursery receives support from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Lower Willingdon Pre-school Nursery provides good quality care for children. The staff are all qualified, experienced and professional. Premises are welcoming and staff use their extensive resources well to ensure children have a wide variety of activities to choose from. The records, policies and procedures that guide the group are well-maintained.

Staff follow the safety procedures and review their practice regularly. There are good hygiene routines, all staff are first-aid trained and children are taught the importance of self-care. The pre-school sessions and breakfast club offer healthy meals and snacks, and drinks are always available. Staff know the children's individual needs and liaise with parents and other professionals to ensure any special needs are met.

Staff take great care to ensure that all children are well-settled and confident in the pre-school. Each member of staff acts as key-worker for a group of children and they meet daily for interesting and focussed activities. Free-play is well-organised and

staff will respond to any spontaneous event such as children's ideas. Staff have made the playroom into an excellent learning environment which does not follow through in the outdoor area. The breakfast club has activities and equipment suitable for older children and offers a comfortable and relaxing start to the day. Children are introduced to other cultures in meaningful, practical activities and use authentic materials wherever possible.

Parents are given good quality information about the pre-school and are well-informed about activities and topics. Parents contribute to the life of the group by bringing in relevant objects and ideas for activities as well as taking part in a helper-rotas. The staff are available at any time to meet with parents and there are regular meetings with key-workers to assess the child's development and take part in their play plan.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Staff are all qualified and experienced and regularly update their knowledge and skills with further training and appraisals. The staff-child ratios are met, and parent-helpers are super-numerary.
- Staff have created an excellent learning environment which stimulates children's curiosity, ensuring that children are interested and take an active part in their learning.
- Staff plan well, and take account of each child's development to ensure that each child is challenged effectively. Staff are also able to adapt plans spontaneously to include the ideas of children and parents, as well as events such as rainbows.
- Staff meet with parents to devise an individual play-plan for their child and to complete the assessment profile. This takes account of the child's development at home and in pre-school. Parents also receive folders of the children's work and key-worker activity books.

What needs to be improved?

- the outdoor learning environment.

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
3	Develop the outdoor learning environment.

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 Lower Willingdon Pre-school Nursery is acceptable and of high quality. Children are making very good progress towards the early learning goals in all six areas of the curriculum.

The quality of the teaching is very good. Staff are careful to ensure that children feel confident and secure in the nursery. Children are active learners, choosing activities, helping to tidy up and learning about self-care. Staff create an excellent learning environment so that children can be independent in their learning. Planning is done in consultation with parents and activities are differentiated to provide sufficient challenge for all children. Staff are knowledgeable about the Foundation Stage and respond well to spontaneous events and children's ideas to achieve the same goals. Staff give lots of praise and encouragement and give clear consistent boundaries. Children are well-behaved as a result.

The leadership and management of the group is very good. The small staff group are all qualified, have regular appraisals and update their skills and knowledge with short courses. They also take part in peer evaluations. The staff team meet every six months to assess the strengths and weaknesses of the provision, taking action where necessary to make any improvements. The supervisor reports to the management committee and meets with the chairperson and finance committee.

The partnership with parents is very good. Parents have access to all the policies and procedures that guide the group. Key-workers meet with parents regularly to complete the child's assessment profile and make an individual play plan. Parents can help in the group on a regular basis and their ideas for activities are welcomed by staff. Parents receive folders of their children's work and key-worker activity books. Staff are always available to meet with parents to discuss any concerns that they may have.

What is being done well?

- Staff make plans in conjunction with parents. Parents are also given information about activities and topics and ideas for activities at home. This ensures that the learning environment continues at home and that parents are always aware of what their child is doing.
- Staff work to enable the children to be independent in their learning and their self-care. Children help to tidy up, are familiar with the rules and routines and take an active part in the way their play develops. Children concentrate on activities for lengthy periods.
- The staff introduce the children to the wider world using real and authentic objects from a variety of cultures.

What needs to be improved?
<ul style="list-style-type: none">• The use of print in the outdoor play area.

What has improved since the last inspection?
<p>Two issues were identified at the last inspection. The computer has now been repositioned to ensure that children can hear the computer output and the screen no longer faces into the room.</p> <p>The group have also looked at the balance between the made and natural world in their plans. The staff now include how objects are powered and constructed in their plans.</p>

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Staff ensure that children are settled and happy within the nursery. Staff value children's independence and support them to make choices and think for themselves. Children help tidy up and hand out the drinks at snack time. They are familiar with the rules and remind each other to share and take turns. Children play at one activity for sustained periods of time, developing their ideas. Children are confident to talk in large and small groups and take a full part in show-and-tell activities.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children are articulate and chat confidently with each other and the staff. There are lots of opportunities for children to see print in the room by way of posters, labels and play-letters. The use of print does not extend into the outdoor play area. Children are interested in books and stories and can identify the title and author. Children have lots of opportunities to develop their writing skills and staff are careful to use the child's own words when writing for them.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children have lots of opportunities to count up to ten and beyond and use numbers spontaneously in their play. Children can recognise numerals and use number names confidently. Staff introduce addition and subtraction in practical activities such as counting songs and at snack time. Children learn about patterns and shapes with a good variety of play equipment. They learn about capacity and measurement and use positional language during role plays.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Staff have created good links with the community using simple outings and specialist visitors. Children record what they observe in charts and graphs on a weekly basis. Children learn about growth and change in practical activities such as planting seeds and observing tadpoles. They use the computer and other technological toys independently. Staff and parents provide real and authentic objects from different cultures to introduce the wider world. Children are interested in historical objects.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Staff provide extensive opportunities for children to climb, balance, catch and throw. Children use cycles and scooters carefully and safely. Children understand how to stay healthy in hot weather and how to care for the mini-beasts they find. Children use a variety of tools and equipment in their play and persist in learning new skills. Children take part in action songs and dance activities such as flamenco.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children have access to a range of materials for collage, sculpture and painting and will ask for further materials to enhance their work. They make and use their own instruments alongside bought ones and can identify certain instruments from music tapes. Children are enthusiastic in role play and will devise their own games as well as dress up to enhance small world play. Children express their feelings and preferences and learn about their senses.	

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:

- Develop the use of print in the outdoor play environment.

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.