



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 221726

DfES Number: 524431

INSPECTION DETAILS

Inspection Date 13/01/2004
Inspector Name Lorraine Hunt

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Haddenham Pre-School
Setting Address Chewells Lane
Haddenham
Ely
Cambs
CB6 3SS

REGISTERED PROVIDER DETAILS

Name The Committee of Haddenham Pre-school 221726 1019319

ORGANISATION DETAILS

Name Haddenham Pre-school
Address Chewells Lane
Haddenham
Ely
Cambridgeshire
CB63SS

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

Haddenham Pre-School opened in its present location in 1972. It operates from a mobile building and has one main room and a small computer /quiet room. There is a secure play area at the front of the building which is shared with a day nursery operating from the same site and a small grassed area at the back of the building for the sole use of the pre-school.

The pre-school serves the local area.

There are currently 41 children from two to four years on roll. This includes 22 funded 3 year olds and 8 funded 4 year olds. Children attend for a variety of sessions. The setting supports a small number of children who have special needs but there are currently no children attending who speak English as an additional language.

The group opens 5 days a week during school term times. Sessions are from 09.15a.m. to 11.45a.m. There are also afternoon sessions on Tuesdays and Thursdays from 13.00p.m to 15.00p.m and an optional lunch club operates on Wednesdays until 13.00p.m.

Five full-time and two part-time staff work with the children. The leader has a level 3 early years qualification and another staff member is awaiting the result of a Diploma in Pre-school Practice course.

The setting has not received any support from the Early Years Development and Childcare Partnership since their last mentor /associate teacher left at the end of the 2003 summer term.

How good is the Day Care?

Haddenham Pre-school provides satisfactory care overall for children aged two to five years.

A warm and welcoming environment is provided for parents and children. The

premises are safe, clean and attractively decorated with children's work and colourful posters. There is a secure outside area at the front of the building which is used, whenever weather permits, to provide children with opportunities to meet physical challenges and promote their physical development.

The staff team, led by a committed supervisor, continues to undergo changes. Some staff are keen to develop their knowledge and practice through training opportunities and the committee need to actively recruit and support staff in order to ensure that the group's training needs and minimum staffing requirements are met. A good adult : child ratio is maintained at all sessions. There are comprehensive policies and record keeping systems in place and appropriate procedures are followed to protect children.

Staff have a generally good awareness of keeping children safe and encourage children to adopt good hygiene practices. Varied, healthy snacks are provided and individual dietary requirements are met.

Staff and children enjoy good relationships with each other. Staff know the children well and work alongside them to support and extend their learning in a range of activities. However, activities at each session should be extended to include more child-led and messy play activities and opportunities for self-selection of resources. Staff deployment in sessions also needs to be reviewed. Staff support children with special needs effectively. Positive behaviour is encouraged.

Partnership with parents is good. Parents are given detailed information about the half-termly topics and what children will be learning through the activities. They feel involved in the group through taking a turn as a parent helper in a session and by regular newsletters.

What has improved since the last inspection?

At the last inspection the provider agreed to obtain written parental permission for seeking emergency medical advice or treatment and to update the child protection policy with procedures to follow in the event of an allegation being made against a member of staff.

The policy now contains this information and the registration form has been amended to include the emergency advice/treatment permission.

Most of the safety concerns that were raised at the last inspection have been addressed. New fencing and bolts on gates have been fitted and a member of staff is positioned by the main gate at all times when the children are playing outside. However the sand pit has not been covered and presents a possible health hazard to children.

What is being done well?

- A wide variety of role play situations is provided which enable children to explore real and imagined experiences, ideas, and feelings. Staff make

additional resources such as cardboard box "space helmets" for the role play "rocket" and a large sit-in boxed "tractor" to extend children's play.

- Staff work to a maximum 1:6 ratio and also have a parent helper at each session. This enables staff to spend time with children on a one-to-one basis and in small groups.
- An interesting and varied range of topics is used to provide the basis for children's learning in all areas of their development. This includes fun activities such as the "opposites" dressing up day.
- The less structured afternoon sessions provide younger children with a good introduction to pre-school activities and routines.

What needs to be improved?

- the range of free play and messy play activities at each session and the deployment of staff to ensure that children's behaviour and play can be supported by "floating" staff
- the safety of the outside sand pit area
- the training of key staff in child protection issues
- the meeting of minimum requirements regarding staff qualifications

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 must take the following actions by the date shown

Std	Action	Date
2	develop and implement an action plan detailing how at least half of all childcare staff will hold a level 2 qualification in childcare	19/04/2004
6	ensure that the outside sand pit area does not pose a health risk to children	19/04/2004

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	ensure that there is a sufficient range of free choice and messy play activities at each session and that staff deployment is organized to enable “floating” staff to monitor and support children’s behaviour and play as necessary.
13	develop key staff's knowledge and understanding of child protection issues

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 Haddenham Pre-school is of good quality overall. Children are making generally good progress towards the early learning goals.

Teaching is generally good. Staff have good relationships with the children and know them well. They are caring towards them and are interested in what they say. They work alongside children to help them become confident. However, there is a high level of adult direction in many activities. As a result these activities lack challenge for children and do not sufficiently encourage their independence, creativity and imagination. There are also few opportunities for children to learn about other cultures.

Planning of activities is based around a range of interesting topics and takes account of the six areas of learning. Assessment, using stepping stones, is informed by observations and staff use "next steps" to influence their teaching and future planning.

Leadership and management is generally good. Staff work well together, with the manager providing strong leadership. She is committed to developing practice and has written a comprehensive action plan focussing on areas that need improvement. The committee are supportive of the staff but have delegated much of the responsibility of the group to the leader in recent months. Staff appraisals would enhance staff's personal development, identify training needs, consider staff's roles and responsibilities and give a focus to committee and staff.

The partnership with parents and carers is generally good. Parents receive good information about the setting, the Foundation Stage and their child's progress in all six areas of learning. Parents are encouraged to take an active part in their child's learning by contributing about their child's progress at home and through taking a turn on the parent rota.

What is being done well?

- Children frequently use the book corner to look at information and story books. They handle books with care and respect and enjoy listening to and re-telling stories in a one-to-one situation or in small groups. Topic books are well-displayed to maximise children's interest.
- Partnership with parents is good. The staff build good relationships with parents and keep them informed about what children will be learning in each of the six areas of learning of each half-termly topic. They suggest activities to do at home to reinforce learning and provide parents with twice yearly reports on their child's progress.

- Children have lots of opportunities to explore and investigate objects and materials, find out about living things and look at similarities and differences. Visitors such as a mechanic, pilot, postman and road safety officer enrich children's learning and support topics such as transport in a meaningful way.
- There is good provision for children's imaginary play, both in role play and in small world play. As a result children are able to explore their thoughts and feelings.

What needs to be improved?

- the opportunities for children to learn about other cultures and beliefs
- more frequent opportunities for children to develop their independence, imagination and creativity through accessing their own chosen resources and through freely exploring colours, textures and materials in art and design.
- opportunities for children to develop an understanding of calculation involving adding and taking away numbers in practical activities and everyday routines.

What has improved since the last inspection?

Generally good progress has been made at implementing the action plan which was drawn up in order to address the key issues from the last inspection.

The welcome pack has been reviewed and developed so that it gives information about the Pre-school staff, routines, policies and procedures, the ethos of the group and how children's development and learning will be fostered.

Staff now encourage children to talk about stories and sequences which staff caption for them in writing. They use worksheets and activities such as shaving foam to practice forming letters correctly and provide mark making opportunities in some role play situations. This could be further developed with more pre-writing activities using different media.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children form good relationships with staff and interact well with one another. They are confident and generally separate from their carers with ease. They are able to share equipment such as the building bricks and marble run and are able to wait their turn in a game of "whose got the keys?". Children develop good concentration skills. However art and craft activities tend to have a high level of adult direction and children are not sufficiently encouraged to self select resources.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children show great interest in books and enjoy looking at them alone or with an adult. They understand that print carries meaning. Children's spoken language is developing well. They can sustain conversations with adults and each other and explore real and imagined experiences in role play. They are linking sounds to letters and older/more able children are able to identify initial sounds in words. They recognise their names and some are able to write them independently.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children use numbers in everyday situations and can count reliably to 10 and some to 20. They are beginning to recognise numerals. They learn about size and shape through worksheets and practical activities such as construction and modelling and discuss the difference between big and little bricks and boxes. Children understand about standing "behind" "in front of" and "next to " each other in a line. Everyday routines and activities are not used to introduce concepts of adding and subtraction.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children construct and build using a range of materials and tools. They make honeycombs and ferries and test these to see how many people fit on before it sinks. Children are able to observe and touch goslings and chicks that are brought into the group. They investigate similarities and differences in cooked/uncooked eggs and ice cubes that are left out of the freezer. Planned topics enable children to learn about their own environment but there is no provision for learning about other cultures.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children move confidently during outdoor play, showing an awareness of space and demonstrating good co-ordination to avoid collision with others. They handle tools such as scissors, forks, knives and pencils safely and with developing control. They have opportunities for movement, climbing and balancing and scooters and pedalled toys are used confidently. Health education is included in the planning although little emphasis is given to recognizing change in the body after exercise.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children show high imaginative skills in their role play. They use "space helmets" to be astronauts in the "rocket" and fly to the moon "to get some cheese". Children have opportunities to listen to different types of music, talk about how it makes them feel and move to it in different ways. They experiment with texture and colour in adult led activities such as making their own Monet pictures but there are limited opportunities for children to freely express their creativity and imagination.

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

- develop the programme for knowledge and understanding of the world to include opportunities for children to learn about other cultures and beliefs
- develop the programme for communication, language and literacy to give children more frequent opportunities to develop their independence, imagination and creativity through accessing their own chosen resources and through freely exploring colours, textures and materials in art and design.
- provide opportunities for children to develop an understanding of calculation involving adding and taking away numbers through practical activities and everyday routines.

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.