



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 160624

DfES Number: 513967

INSPECTION DETAILS

Inspection Date 25/09/2004
Inspector Name Christine Goode

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Addlestone Pre-School
Setting Address Ongar Place First School
Milton Road
Addlestone
Surrey
KT15 1NY

REGISTERED PROVIDER DETAILS

Name The Committee of The Committee of Addlestone Pre-School

ORGANISATION DETAILS

Name The Committee of Addlestone Pre-School
Address Ongar Place First School
Milton Road
Addlestone
Surrey
KT15 1NY

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

Addlestone Pre-School was established in 1992. It offers sessional day care places for 24 children aged two years to five years. The pre-school is based in its own premises which are situated in the grounds of Ongar Place First School. The group have use of a porta cabin with kitchen and toilets attached and have direct access to an enclosed garden for outside play. There is a parent committee which is re-elected at the annual general meeting.

The pre-school is open term time on Mondays to Fridays from 09.15 to 11.45 and afternoons from 12.30 to 15.00 when younger children attend. Currently 45 children attend throughout the week. The children come from the local community, mostly from the residential Addlestone area. There are no children attending who speak English as an additional language or who have special educational needs. At present 24 children receive funding for nursery education. They are all three-year-olds.

Seven staff work at the pre-school on a full or part time basis. Three staff hold the National Vocational Qualification level 3 (NVQ) in Childcare and Education and one holds the Diploma in Playgroup Practice (DPP). Three staff are unqualified although one is working towards a NVQ3. Most staff hold current first aid certificates. Staff receive support from the Early Years Development and Childcare Partnership (EYDCP). The group is a member of the Pre-School Learning Alliance.

How good is the Day Care?

Addlestone Pre-school provides a satisfactory standard of care for children. Most aspects of the provision are well organised and appropriate use is made of the staff, space and resources to ensure that all children are well cared for. Staff are helped by an agreed set of policies and procedures which most understand and consistently implement. All regulation documentation is in place. However, there is no written staff induction procedure in place.

There is a key worker system in place which enables staff to establish good

relationships with the children. Staff know the children well. Staff are aware of children's health, hygiene and individual dietary needs reflecting all aspects including cultural and religious requirements. However, no drinking water is easily available for them to access. Children with special needs are welcomed and fully supported. Staff are informed about children's safety both inside, outdoors and on outings. However, staff are not fully confident in undertaking risk assessments. Staff are informed about child protection and keeping children safe.

Staff are sensitive to children's needs and provide a calm and caring atmosphere, which helps children feel safe and secure. Staff have just started to keep some notes of children's progress. Children benefit from consistent routines for playing and going out. Staff praise and encourage them and promote good behaviour. Staff manage challenging behaviour well. The staff have been together a long time and work well as a team. There are regular staff meetings for discussion about planning age appropriate worthwhile activities.

There is a generally good partnership with parents and carers. They receive a welcome pack of information. There is informal daily contact and they share information about their child's progress. Parents are encouraged to be involved in the group. However, no information about their roles and responsibilities is available when they work on the rota.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Staff make sure all children who attend the pre-school are safe and well cared for. Routines to promote good health and hygiene are well established.
- Behaviour which at times can be challenging is managed effectively by staff.
- Staff provide a happy relaxed atmosphere where children feel safe and secure.
- Staff work well as a team, they support each other and meet regularly to discuss and plan out future activities.

What needs to be improved?

- the induction procedure for staff
- the understanding and knowledge of risk assessment
- the drinking water availability for children
- the information for volunteers working in the group.

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	Provide a written induction procedure for all new staff.
6	Develop staff's knowledge and understanding of risk assessment.
8	Provide drinking water for children to access easily.
12	Ensure written information is given to volunteers about their roles and responsibilities.

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

How effective is the nursery education?

The provision of nursery education at Addlestone Pre-School is acceptable and of good quality. Children are making generally good progress in all areas of the early learning goals.

The quality of teaching is generally good. Staff manage the children well and have good relationships with them. They plan worthwhile practical activities and most understand what children learn from them. They organise indoor space and resources appropriately although visual aids could be used more effectively to support literacy. Staff are less effective in developing children's experiences in science activities, mark making and calculation. Staff give children individual support and encourage them to join in the full range of nursery activities. They skilfully develop children's language and encourage them to ask questions. Group activities for funded children are presented in a warm and calm way. At present, children's records are not consistently kept to help inform planning and ensure that all children progress along the stepping stones.

The leadership and management of the group is generally good. The supervisor has been effective in developing a committed staff who work well as a team. There are regular staff meetings and opportunity to attend training. However, there is no robust appraisal system in place to monitor and evaluate either the quality of teaching or the programme.

Partnership with parents is generally good. Parents spend time talking informally to staff about their child's progress. They are well informed of future events, although planning is currently not available for parents to see. Parents are encouraged to be involved in their child's learning through working on the parents' rota and taking books home to read with their child.

What is being done well?

- Relationships within the pre-school are good at all levels. Children are happy and want to learn. Staff manage children's behaviour well. They are consistent in their approach by setting clear boundaries for behaviour and children respond positively.
- Children are becoming confident, learning to share, take turns and are beginning to understand right from wrong.
- Children are learning to speak confidently and use vocabulary to hold conversations with adults and each other.
- Staff have good informal links with parents which help children to progress.

What needs to be improved?

- regular assessment of children's progress; plan activities arising from children's individual needs; evaluate planning
- the monitoring and evaluation of the quality of teaching
- opportunity for adding and taking away in practical play situations, routines and rhymes
- visual aids to support the writing table: the use of the book corner
- the provision of science activities, living things and objects for children to explore
- the independence of children at snack time
- the range of accessible creative materials for children to make choices
- the use of the small play ground when all children are outside
- the availability of weekly plans for parents.

What has improved since the last inspection?

Generally good progress has been made since the last inspection. They were asked to address four areas for which two have been appropriately addressed. The provider was asked to develop a special needs policy which reflects the Code of Practice and ensures children's individual needs including English as an Additional Language are planned: They have updated the policy to reflect the changes and now have a named staff member who monitors individual children's needs; They have addressed children's unacceptable behaviour by establishing clear strategies and a written policy which all staff are familiar with and use. All parents have a copy of the policy. Parents and staff are working together on behaviour issues. This approach has led to improved behaviour; They were asked to introduce a monitoring system for teaching and staff development and extend children by asking appropriate questions; The system for monitoring teaching and staff development has not been addressed and remains an area for improvement for this inspection. However, the staff have started to become more confident when questioning the children and extending them through play; The development of planning has not been fully addressed. Some planning has been established, although individual learning intentions, evaluation of activities are not in place. This remains an area for improvement for this inspection.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Younger children's confidence and self esteem are built up by staff who are sensitive to their needs and know them well. They concentrate on tasks and sit quietly when appropriate. They select activities from available resources and are learning to take care of their personal needs. Children are learning to be independent, although they are not encouraged to pour their own drink. They share and take turns and are beginning to understand right from wrong. Children's behaviour is generally good.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

All children are keen to talk to staff and other children. They listen to stories and understand how books work, although the use of the book corner by children is limited. They enjoy making up and acting out their own scenarios in the home corner. Children are beginning to recognise their names. However, the writing table lacks sufficient resources and labelling to support children's mark making experiences.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

All children are learning to count well, younger ones to 5 and older children to 10. They solve mathematical problems and sort as they tidy up. They explore volume and capacity through their play activities. Staff are using mathematical language, for example full and empty, to support children's learning. However, practical play situations, routines and finger rhymes are not sufficiently exploited to extend children's understanding of adding and taking away.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Each day children discuss the weather although opportunities for science activities, living things and objects to explore are limited. They construct their model homes from a range of materials. They select, assemble and join together materials with confidence. They explore technology through the use of programmable toys. They receive visitors and are becoming familiar with their local area. Planning indicates children participate in a range of festivals.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

All children are given regular opportunities to develop their skills as they confidently climb and balance on challenging equipment. Staff are on hand to give support as required. Children are aware of their health and wash hands before eating. They use inside space well. However, the small outside play area is very crowded when all children are out using bikes and other equipment. All children are learning to handle the scissors, pencils and tape with increasing control.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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All children enjoy using the creative materials, including clay and three dimensional work. However, there is a limited range of accessible materials available for children to make choices at the creative table. Children enjoy the role play corner where they make up their own scenarios. Tasting and cooking are in the programme. Children enjoy using their voices when they sing. There are opportunities to use musical instruments and dance in the programme.

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

- use assessment to inform planning on a regular basis and ensure activities are matched to children's individual learning intentions and that planning is regularly evaluated
- introduce a staff appraisal scheme to monitor and evaluate the quality of teaching
- encourage all children to explore adding and taking away through daily routines, practical play and rhymes
- provide labelling and visual aids to support children's mark making at the writing table and look at ways to make the book corner more attractive for children to use
- provide more opportunities for science activities, living things and objects for children to explore.

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.