



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY236648

DfES Number: 533451

INSPECTION DETAILS

Inspection Date	04/05/2004
Inspector Name	Kashma Patel

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Shenley Fields Pre - School
Setting Address	Far Wood Road Birmingham West Midlands B31 1BS

REGISTERED PROVIDER DETAILS

Name	The partnership of Shenley Fields Pre School
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ORGANISATION DETAILS

Name	Shenley Fields Pre School
Address	C/O Shenley Fields Nursery School, Farwood Road Birmingham B31 1BS

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

Shenley Fields Pre-school has been registered since 2002. The nursery operates from one main L-shaped room, within the school complex in a purpose built building. The pre-school serves the needs of the community.

There are currently 20 children on roll from two to eight years. This includes 13 funded three year olds. Children attend for a variety of sessions, of which includes a before & after school care. The setting currently supports children with special needs and who speak English as an additional language.

The group opens five days a week all year round. Session times are from 08.00 - 18.00.

There are currently four members of staff who work with the children. Over half the staff have an early years qualification to NVQ level two and three. The setting receives support from a teacher mentor from the Early Years Development and Childcare partnership (EYDCP).

How good is the Day Care?

Shenley Fields Pre-School provides satisfactory care for children.

The staff have created a welcoming environment for parents and children by greeting them as they come in. There is limited storage in the premises, which results in the toys and resources being unorganised. Toys are maintained in good condition and promote children's overall development. Children also have opportunities to self-select toys and resources which are accessible. All documentation is in place.

Staff are active in promoting good hygiene standards and will act in the children's best interests if they are ill, children are aware why they need to wash their hands and clean their teeth. Children's safety is also promoted. Staff treat children with equal concern and take account of their individual needs. Children are provided with

regular drinks and snacks and dietary needs are met. The staff are fully aware of their responsibilities regarding child protection, but the policy needs to be updated in accordance with the Area Child Protection Committee (ACPC) guidance.

Staff plan activities which are appropriate for children's stage of development. Children have the opportunity to develop positive attitudes towards diversity. Staff work closely with professionals to meet the needs of children with special needs. Staff have translated words in Korean for a child. Good behaviour is valued and children are encouraged to share, however children are waiting for long periods of time, when toileting, which makes them restless. The staff methods for dealing with challenging behaviour are sensitive and age appropriate.

The nursery promotes good relationships with parents. They are made welcome and encouraged to share information about their children on a daily basis. Home links are also built by encouraging children to take books home.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Staff take positive steps to promote children's health and safety, both inside and outside.
- Children are provided free access to all the play areas and to toys and equipment. They can self-select resources.
- Staff have good relationships with children, and encourage children to be independent.
- There is good support and equipment for children with SEN and EAL.
- Children are provided with nutritious snack and drinks during the day.
- There is good partnership with parents and other professionals like visiting teachers and teacher mentors.
- Parents are kept informed daily of their children's progress through open days and discussions daily.

What needs to be improved?

- storage of toys and equipment
- availability of sufficient furniture and equipment
- waiting times of children when being toileted
- policy regarding Child Protection if staff are alleged of child abuse.

Outcome of the inspection
Satisfactory

CONDITIONS OF REGISTRATION
<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
<i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i>

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
13	Ensure Child Protection policy covers procedures for allegations made against staff. in accordance with the Area Child Protection Committee (ACPC).
2	Ensure that there is sufficient safe storage available within the nursery.
2	Improve waiting times of children, during toileting and snack times.
5	Ensure that sufficient/suitable furniture/equipment is available to meet the needs of children being cared for.

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

How effective is the nursery education?

Shenley Pre-School is making generally good progress towards the early learning goals, and very good progress in physical and creative development.

Teaching is generally good. Planning and presentation of activities demonstrates an understanding of most areas of the curriculum and how young children learn. Behaviour management is generally good with staff using positive and effective strategies. A key strength of the teaching is the team work which creates a well organised session where children are busily occupied and their interests sustained. Planning is informative, it includes information on focus groups and the learning intention. Evaluations are used to inform future planning. There are children with special educational needs and there is an effective system in place which provides good support. Staff work hard to support children with English has a second language.

Leadership and management is very good. Emphasis is placed on training opportunities to encourage staff to develop and refresh their skills. Staff meet regularly to plan and discuss working issues. Managers show commitment to improving the provision through regular discussions with staff and the committee.

Partnership with parents is very good. Information on the setting and the curriculum are displayed on the notice board. Parents have regular opportunities to discuss their children's progress through informal discussions as well as planned open days. There is good parental involvement, they are encouraged to develop links with home by borrowing books and activity packs.

What is being done well?

- The children enjoy joining in with songs and stories and are able to ask questions and hold discussions with peers and staff in small and large groups.
- The children are becoming increasingly independent within their own routines. They are developing acceptable social skills such as taking turns, co-operating and trying new activities.
- There is a good range of activities daily including free access to the writing area and the books. Children are able to self-select toys and equipment.
- There is good support for children with special needs and additional languages.
- Parents are able to be involved with children's learning through home activities and the library. Information is shared through newsletters, open days and daily discussions.

What needs to be improved?
<ul style="list-style-type: none">● increase opportunities for children to write, and recognize their names● opportunities to learn about addition and subtraction through daily routines● access to a computer● storage and organisation of toys, equipment and resources● easy access to the writing area and the resources.

What has improved since the last inspection?
Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are beginning to develop in the areas of personal, social and emotional development. They are confident, independent and well behaved most of the time. Children listen well in small and large groups for instructions and wait patiently for their turn. Children have good relationships with staff and with their peers. There were limited opportunities for children to develop self help skills, such as pouring and giving out drinks during snack and lunch times.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children's spoken language is developing well. They use a good range of words to express ideas and most children can listen effectively at group times and give responses which show an awareness of the conversation. They enjoy rhythm in language which they explore through books and songs. Children know a range of letter sounds and names and are able to suggest words that begin with a given letter, but children's access to the writing area is limited. Some children can write their names.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are making progress in the area of mathematical development. They have opportunities to learn about shape and size and have activities that involve them in comparing sizes. Children use every day activities to develop a concept of addition, however this could be further developed through routines. Children learn about numbers and subtraction through songs and stories e.g. five speckle frogs and the hungry caterpillar.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are able to share experiences about their own families, and are extending their learning about the local environment. They are developing their identities within their home communities and discuss the elements that affect their lives. There is no access to a computer. They have an awareness of other customs, cultures and beliefs from celebrations and have positive resources in the nursery. Children are learning about growing through planting seeds and caring for them.

PHYSICAL DEVELOPMENT	
Judgement:	Very Good
Children have good fine motor control skills and hand/eye coordination, which they learn and practice at a wide range of activities, such as threading and painting using a wide range of tools. They move confidently with coordination when using the equipment, such as the balancing beam or bikes. During group activities, such as ring games, they are able to move safely and negotiate adequate space. This is also reflected in their running and chasing games.	

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children are able to use their own imaginations and express themselves through role-play and craft activities. They regularly engage in music activities, with instruments and sing songs enthusiastically. They consistently comment on texture and enjoy re-telling favourite 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

- increase opportunities and access for children to write, and recognize their names
- opportunities to learn about addition and subtraction through daily routines
- access to a computer.

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.