



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 208223

DfES Number: 513894

INSPECTION DETAILS

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| Inspection Date | 22/04/2004 |
| Inspector Name | Mary Anne Henderson |

SETTING DETAILS

| | |
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| Day Care Type | Sessional Day Care |
| Setting Name | Lilleshall Pre-School Playgroup |
| Setting Address | Lilleshall Pre-School Playgroup Limekiln Lane, Lilleshall Newport Shropshire |

REGISTERED PROVIDER DETAILS

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| Name | The Committee of Lilleshall Pre-School Playgroup |
|------|--|

ORGANISATION DETAILS

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| Name | Lilleshall Pre-School Playgroup |
| Address | Limekiln Lane Lilleshall Newport Shropshire TF10 9EX |

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

Lilleshall Pre-School Playgroup was registered in 1970. It operates in a purpose built brick building, situated next to the school. The pre-school serves the local and surrounding areas.

There are currently 61 children on roll from 2 years to under 5 years old. This includes 16 funded 4-year-olds and 28 funded 3-year-olds. Children can access a variety of sessions. There are currently no children attending who have special needs or who speak English as an additional language. The pre-school opens Monday to Friday from 09:00 to 11:30 and 12:30 to 15:00. The group are currently piloting a lunchclub which operates from 11:30 to 12:15 on a Thursday and a Friday.

There are seven members of staff, most of whom hold childcare qualifications. Staff attend training with the Early Years Development and Childcare Partnership and receive support from a teacher mentor. The group is also a member of the Pre-School Learning Alliance.

How good is the Day Care?

Lilleshall Pre-School Playgroup provides satisfactory care for children. Staff provide a warm and caring environment and they are approachable and friendly. The children access a range of toys, resources and equipment to stimulate their development and support their physical needs.

Children access a range of resources that reflect positive images of diversity. Their behaviour is good and staff have high expectations, using praise and small reward strategies to promote desirable behaviour. Children's skills in independence are encouraged throughout the pre-school session, however the group will need to ensure children have access to drinking water throughout the session.

Staff are qualified and attend training workshops including risk assessment. Management operate informal appraisals and will need to ensure these are made more formal in the future, and also that current vetting procedures are improved.

Safety is given a high priority at the nursery. However, the group must ensure there are clear procedures to be followed in the event of a child being lost and also that the risk assessment format used includes all the elements as outlined in the National Guidance and Standards. Staff must also ensure appropriate hygiene procedures are in place regarding the use of aprons. The staff have strategies in place to support children with special needs and those with English as an additional language, ensuring liaison with parents and other professionals for consistency and continuity of care.

Positive relationships with parents were observed throughout the inspection visit and parents provided Ofsted with a range of positive comments, both verbally and in writing, on the care of their child. Parents have access to the nursery's policies and procedures and the prospectus, however these must be updated to ensure they include all elements as outlined in the National Guidance and Standards.

What has improved since the last inspection?

At the time of the last inspection the group were asked to address three actions.

They were asked to act upon any recommendations from the Environmental Health Department. The group had a visit from the Environmental Health Officer who stated there were no requirements, but recommended that a member of staff undertake food hygiene training. This has been satisfactorily addressed.

The group was also asked to ensure there was a list of staff available confirming that they were vetted. There are staff clearances now available on site for inspection.

A lost/uncollected child procedure was also required at the time of the last inspection. The group now have written procedures to be followed in the event of a child not being collected by the parent/carer. The group have not satisfactorily addressed this issue as they have not ensured there are procedures or a written policy regarding a lost child, so this action is carried forward.

What is being done well?

- Children's skills in self care and independence are encouraged and given priority.
- Child-led work and photographs are displayed to raise awareness and self-esteem.
- Staff update training on a regular basis.
- Children access a range of positive images of diversity.

What needs to be improved?

- current vetting procedures for temporary staff
- appraisals system

- updating of current prospectus and policies
- procedures to be followed in the event of a child becoming lost
- updating of risk assessment format used
- use of aprons in nappy changing procedures
- availability of drinking water.

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 | Ensure written lost child policy and procedures are in place. | 04/05/2004 |

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

| Std | Recommendation |
|-----|---|
| 1 | Improve current vetting procedures for temporary staff to include secure reference checks. |
| 6 | Ensure risk assessment format includes all elements as outlined in the National Guidance and Standards. |
| 7 | Ensure nappy changing procedures includes appropriate use of protective clothing. |
| 8 | Ensure drinking water is made available at all times. |

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

How effective is the nursery education?

The teaching and learning are very good. Children are progressing well in all six areas of development. Staff have an understanding of the Foundation Stage of learning and the stepping stones. They use open-ended questioning to extend and consolidate children's learning. The staff provide a broad range of interesting and challenging activities and resources and ensure planning covers all the six areas of learning. The staff ensure children access a range of resources and ensure that they are able to choose freely throughout the session. Children explore a range of activities and resources that promote positive images of diversity.

Leadership and management of the setting is very good. Staff and committee work well together and with parents and other professionals to meet the needs of the children attending and ensure inclusion. Staff meet regularly and are well supported by the committee and parents who help out with parent rotas. Opportunities for further training are taken and there is liaison with the Early Years Partnership. The group are currently looking at updating their appraisals system.

Partnership with parents is very good. Staff work well with parents, who also form the committee. Verbal and written information about children's progress is made available to parents, including policies and children's records. Parents know they have access to their child's development records. However, as a point for consideration, the group should look at further ways of including parents in their child's on-going progression through pre-school.

What is being done well?

- Children are developing well in the areas of personal and social development and knowledge and understanding of the world. They are encouraged to be independent learners, finding out about their environment, and are supported well by staff who encourage their skills in self-care. The children access a range of resources to encourage exploration. Children explore calendar festivals throughout the year.
- Children's progression in mathematics and communication, language and literature is very good. They use planned and spontaneous opportunities to count, calculate and look at shape, space and measurements. They access books and have opportunities to visit the writing table everyday.
- Children's creative development is very good. They access a broad range of resources to stimulate imagination and support their skills in expression and communication of ideas to peers and adults. Children's development in physical skills is also very good. They have access to a broad range of indoor and outdoor opportunities to practice their skills in everyday activities.
- Staff provide a range of planned and spontaneous opportunities to meet the needs of all children, including those with special needs. Staff have a sound

understanding of the curriculum and work well as a team, meeting regularly to work on planning.

What needs to be improved?

- as a point for consideration the group should encourage parents to be further involved in their child's progression through pre-school.

What has improved since the last inspection?

The group has improved well following their last inspection. At the time of the last inspection the group were asked to address two key issues.

They were asked to review their planning to ensure a systematic coverage of all learning areas and identify specific learning outcomes. The group reviewed their planning procedures to help identify specific learning outcomes and ensure they were included in all learning areas. The group attended further training on planning and ensured there were meetings specifically to talk about the planning. The group used planning books to support their knowledge and updated the way they record their plans. They also evaluated activities to ensure consistency.

A second key issue raised stated the group should encourage the children to associate letter sounds with patterns in rhymes and with syllables. To increase the children's awareness of syllables, the group identified which rhyming and poem books they had. They included more rhyming poems and songs and stories in the planning to cover this aspect of learning. They also bought a game called ' Slug in a jug' which supports children's learning in this area. One staff member had overall responsibility to ensure this issue was met. She monitored the children's learning in this area ensuring learning had taken place.

Both key issues have been met in full.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children's personal, social and emotional development is given priority within the group, with staff providing lots of opportunities to develop self-care, self-esteem and independence. The children are motivated and interested in their activities and they persevere and concentrate well for extended periods. Children are well behaved and are praised throughout the session.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children listen and interact well at story time, and are able to recall story endings. Children are familiar with nursery rhymes and spontaneously do the actions. They have free access to books throughout the session. Children communicate positively with peers and adults and have respect of the needs of others. Children's reading and writing skills are good and include encouragement to write during free play situations.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

The staff make good use of planned and spontaneous learning opportunities during practical activities to count with the children and use mathematical concepts to consolidate learning. Children can identify shapes and look at patterns, exploring mathematical concepts using sand and water and during baking activities. The staff use spontaneous and planned opportunities to encourage children to add, subtract and explore similarities and differences.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children explore the local environment, looking at differences in their homes and those of others around the world. The children explore the concept of past and present events and they talk about their families and pets. Children access a range of resources to stimulate investigation. They look at various festivals and cultures and have access to positive images of diversity throughout the session.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Art and craft resources are accessible to children and include tools to promote hand-eye co-ordination. The children access a broad range of large and small equipment and tools for both indoor and outdoor play. They climb, balance, and go under and over during indoor and outdoor playtime. Staff talk about healthy lifestyles, including care of teeth, health and hygiene and eating well.

| CREATIVE DEVELOPMENT | |
|---|-----------|
| Judgement: | Very Good |
| <p>Children have daily access to resources like glue, painting and drawing to create and design. They have lots of opportunities to respond to what they see, touch and feel and the staff extend and consolidate children's learning at every opportunity. Children sing songs, recite rhymes and play imaginatively in the home corner with peers and adults, where they express themselves freely.</p> | |
| <p>Children's spiritual, moral, social, and cultural development is fostered appropriately.</p> | |

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:

- There are no key issues, however as a point for consideration the group should encourage parents to be more involved in their child's ongoing progression through pre-school.

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.