



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 229124

DfES Number: 533440

INSPECTION DETAILS

Inspection Date 17/01/2005
Inspector Name Valerie Jean Edward

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Harvey Road Pre - School
Setting Address St Michael & All Angels Church
Rowlands Road, Yardley
Birmingham

REGISTERED PROVIDER DETAILS

Name Mrs Vivienne Jones

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

Harvey Road Pre-School opened in 1994 and operates from three rooms in a community centre adjoining St. Michael's and All Angels Church, situated in the district of Yardley in Birmingham.

There are currently 25 children aged from 3 years to 4 years on roll. This includes 16 funded three-year-olds and 9 funded four-year-olds. There are no children presently attending who have special educational needs or whose first language is not English.

The group opens five days a week during school term time. Sessions are from 09.00 hours until 11.30 hours.

Seven members of staff work directly with the children. Over half the staff have early years qualifications to NVQ level 3. The setting receives support from an advisory teacher from the Early Years Development and Childcare Partnership and close links with the local school. They are members of the Pre-School Learning Alliance.

How good is the Day Care?

Harvey Road Pre-School provides satisfactory care for the children. Staff are friendly and approachable and work well together to provide a warm and welcoming environment for the children and their parents. The premises are clean and well maintained and although there are limitations as to the use of the premises, staff organise the play space adequately to suit the children's needs. Staff have an awareness to safety issues and have reduced hazards, however, the registered person needs to conduct a risk assessment of the premises, which is monitored and reviewed. There are arrangements in place for accidents, administration of medication and children who are ill.

Children are included in a range of activities that are interesting and help them make progress. They have access to a selection of suitable toys and play materials. Staff interact well with the children, they are interested in what they do, they talk and listen

to them and ask questions to make them think.

All children are included and their individual needs respected. Children with special needs are welcomed into the provision when staff work closely with parents and outside agencies to ensure the appropriate care is provided. There are good procedures in place for behaviour management with appropriate strategies for dealing with unacceptable behaviour.

Documentation is in place for the management of the provision but there needs to be a written procedure in the event of a child being lost or not collected. Although there is a written procedure should parents wish to make a complaint, this needs to include the address of Ofsted. There is a written statement of child protection arrangements, which needs to include procedures to be followed should an allegation be made against a member of staff.

Staff work well in partnership with parents to ensure the needs of the children are met. Parents are kept well informed about the provision and the progress their children are making.

What has improved since the last inspection?

At the last inspection the pre-school was asked to ensure that the playroom is maintained at an adequate temperature. During the inspection an adequate temperature was maintained, however, should the temperature drop extra heaters are available.

The group were also asked to obtain public liability insurance cover. Public liability insurance is now in place and is due for renewal in October 2005.

The provider needed to conduct a risk assessment on the premises identifying action to be taken to minimize identified risks. Although the provider makes regular safety checks on the areas used by the pre-school, there is no actual evidence that a risk assessment is conducted.

The pre-school were asked to ensure that there are safe and hygienic hand washing and drying facilities available for the children's use. Children now have use of liquid soap for hand washing and warm air dryers have been installed for the children to dry their hands.

Although there was a complaints procedure in place, the provider needed to ensure it included the address and telephone number of the regulator. The telephone number has been included in the written procedure; however, the address of Ofsted is still not included.

What is being done well?

- Staff's close relationship with the children encourages them to feel secure and develop self-confidence and self-esteem.
- Equality of opportunity and anti-discriminatory practice is promoted well and

steps are taken to ensure the welfare and development of children with special needs is also promoted. Staff work closely with parents to ensure all the children are cared for appropriately.

- Children are developing a good understanding of what is right and wrong, they share and take turns and are well behaved.

What needs to be improved?

- risk assessment that is monitored and reviewed
- the written statement of procedures to be followed if parents have a complaint by including Ofsted's address
- the child protection policy by including procedures on how any allegations made against a member of staff would be dealt with
- procedures in the event of a child being lost or not collected.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There are no complaints to report.

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
14	Ensure the written statement that provides details of the procedure to be followed if parents have a complaint includes Ofsted's address and telephone number.	01/02/2005
14	Ensure the child protection policy includes procedures on how any allegations made against	01/02/2005

	staff would be dealt with.	
14	Ensure procedures are in place in the event of a child being lost or not collected.	01/02/2005
6	Conduct a risk assessment on the areas of the premises used by the pre-school, identifying action(s) to be taken to minimize identified risks.	01/02/2005

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

How effective is the nursery education?

Harvey Road Pre-School provides a welcoming environment where children make generally good progress towards the early learning goals. Staff work well together and have a generally good knowledge of the foundation stage and the stepping stones. Provision for children's personal, social and emotional development is well planned and they make very good progress in this area.

The quality of teaching is generally good. Staff manage the children well and have good relationships with them. A variety of activities and resources are provided that support their learning and staff skilfully develop children's language by maintaining a dialogue with them and asking questions. Writing materials are provided to encourage children to write, but opportunities are not extended for children to understand writing for different purposes. Children are making very good progress in the areas of mathematical development and physical development through interesting practical activities and good planning. There are opportunities to support children's development in knowledge and understanding of the world and children are beginning to develop an understanding of technology, however, the range of equipment is limited and children's use of the computer could be further developed to enhance their learning. Children are encouraged to use their imagination, especially during story time when children are actively involved in telling the story. Opportunities for children to use their imagination in the area of creativity are limited as activities are too adult led and through limited resources this area is not fully exploited.

The leadership and management of the pre-school are generally good. Staff are helped to work together to help children make progress. However, there are areas where the management of teaching is weak.

Partnership with parents is very good. They are kept well informed and actively involved in their children's learning. Parents speak positively about the setting.

What is being done well?

- Staff have an easy rapport with the children and have developed warm relationships with them to develop their self-esteem and confidence.
- Staff use very good strategies to promote good behaviour and consideration for others. Their calm and polite manner sets a very good example for children. The good relationship with parents helps the children to learn. Parents receive good information through daily verbal feedback, newsletters and notice board. They loan books to read with the children and are involved in topics and themes.

What needs to be improved?

- the attention given to increasing children's awareness of the different purposes of writing
- opportunities for children to gain knowledge and understanding of every day information technology
- range of materials to extend children's imagination in the area of creativity and for them to have more choice
- staff's knowledge of specific criteria's within the stepping stones to ensure all areas of learning are developed.

What has improved since the last inspection?

Very good progress has been made since the last inspection. Staff have introduced effective teaching methods in the area of mathematical development, which were raised as a key issue in the previous inspection report, by using more practical activities, songs and rhymes. Another factor in the improvement is the use of children's assessments by ensuring they are kept up to date and using them to inform the planning. Staff make frequent observations on the children's learning and transfer these regularly to children's assessment records. This ensures that staff are clear on the areas where children are to make progress and future activities and teaching can be planned accordingly.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children show independence and self-confidence in selecting and carrying out activities and are developing personal independence for their own self-care. They are forming good relationships with adults and other children. They work as part of a group, take turns and share. They are beginning to understand what is right and wrong and are well behaved.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children interact and talk; they speak clearly and show awareness of the listener. They respond with enjoyment and attention to stories, they join in and make suggestions and can re-tell the story. Children are beginning to link sounds to letters and are beginning to recognise their own names. Although children have access to writing materials, there are limited opportunities for children to develop an understanding of writing for different purposes.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are beginning to count reliably and say and use number names in familiar contexts. They are developing an understanding of addition and subtraction through rhymes and practical activities. They are recognising and naming shapes and use appropriate language to describe position, size and quantity.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children observe and find out about features in the place they live and the natural world. They find out about their environment through topics, visitors and trips into the local community. They are beginning to know about their own cultures and beliefs and those of other people. They build and construct using a range of construction sets and recycled materials. However, opportunities for children to develop an understanding of information and communication technology are limited.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently as they ride the bikes and scooters, they move with control and co-ordination. They show an awareness of space and others when moving around the rooms and between activities. Children are developing skills in climbing and balancing and they are handling tools, objects, construction and malleable materials with increasing control. Children are beginning to understand the importance of staying healthy.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children use their imagination in role-play and when listening to stories, however, opportunities for children to use their imagination through art and design are not fully extended through a limited range of resources and too adult led activities. Children respond in a variety of ways to what they see, hear and touch. They express and communicate their ideas and thoughts by using a range of materials, tools and role-play.

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

- Key Issue
- Improve staff's knowledge of the stepping stones to ensure that the areas of communication, language and literacy, knowledge and understanding of the world and creative development are fully exploited.

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.