



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 226242

DfES Number: 583200

INSPECTION DETAILS

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| Inspection Date | 01/07/2004 |
| Inspector Name | Chaula Amin |

SETTING DETAILS

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| Day Care Type | Sessional Day Care |
| Setting Name | Thringstone Community Centre Pre-School Playgroup |
| Setting Address | The Green Thringstone Coalville Leicestershire LE67 8NR |

REGISTERED PROVIDER DETAILS

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| Name | Thringstone Community Centre Playgroup 1036787 |
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ORGANISATION DETAILS

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| Name | Thringstone Community Centre Playgroup |
| Address | 77 Swallow Dale Thringstone Coalville Leicestershire LE67 8LY |

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

Thringstone Community Centre Pre-School has been operating since 1993. The pre-school is situated in the community centre in the village of Thringstone, near Coalville in Leicestershire. It mainly occupies two rooms with the occasional use of the hall and outside play area.

There are currently 40 children from two-and-a-half years to five years-of-age on the register. This includes 14 funded three-year-olds and 12 funded four-year-olds. The setting currently supports children with special needs, but there are no children who speak English as an additional language.

The group opens five days during the school term times. Sessions are from 09:30 to 12:00. Children attend for a variety of sessions.

There are six staff working with the children; four have early years qualifications to National Vocational Qualification level two or three. Staff receive support from the advisory teacher from the Leicestershire Early Years Development and Childcare Partnership.

How good is the Day Care?

The pre-school provides good quality care for the children. The staff offer a warm and nurturing environment, where children are secure and happy. The premises are well maintained and staff ensure that regular safety checks are carried out. Staff work well together and are aware of their roles and responsibilities; adhering to the policies and procedures of the pre-school.

Children are encouraged to practice good hygiene during their daily routine. Staff are aware of the children's individual needs and support them accordingly. All staff are aware of the children's dietary requirements and healthy snacks are provided by the pre-school.

Children have good opportunities to play with a wide and varied selection of toys and

resources. Children initiate their own play and staff offer appropriate support when necessary. The methods for dealing with children's behaviour are sensitive and appropriate and take into account children's age and stage of development.

Staff have good relationship with parents and carers and they work in partnership with them, exchanging information about their children and taking home examples of their work daily. All aspects of documentation are good, with the exception of a policy for lost children and a policy for allegations of abuse made against a member of staff.

What has improved since the last inspection?

At the last inspection the pre-school agreed to ensure that the surface temperature of heating pipes was safe, that staff records contain all the relevant details, maintain a record of visitors and to have in place a complaints procedure with the regulator's address and telephone number. All actions related to documentation have been addressed, contributing to improved clarity of procedures and raising awareness of practice for parents. All actions related to safety have also been addressed, having a positive impact on the safety and care of the children.

What is being done well?

- Staff work as an effective team, ensuring that children are involved in a wide range of interesting activities.
- Children are well behaved and are aware of the boundaries through staff's clear guidance and use of praise. Staff have good relationships with the children.
- Staff work effectively in partnership with parents and carers. They exchange information about their children's progress very regularly.
- Children are given sufficient time to explore and experiment with the toys and activities. Staff spend quality time playing and talking to the children.

What needs to be improved?

- the procedures to follow in relation to lost children and any allegations of abuse made against a member of staff.

Outcome of the inspection

Good

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 |
|-----|--|
| 13 | Devise and implement a procedure to be followed in the event of an allegation being made against a member of staff or volunteer. |
| 14 | Devise and implement a procedure to be followed in the event of a child being lost. |

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

How effective is the nursery education?

Thringstone Community Centre Pre-School provides high quality nursery education, which enables children to make very good progress towards the early learning goals.

The quality of teaching is very good. Staff have warm, caring relationships with children and interact very well with them. Staff use effective questioning techniques to support and build on what children already know. Staff adapt their teaching for younger, older and more able children during the activities and this is indicated in their activity plan. There is a good balance of activities which are initiated by children and then supported by staff. Staff regularly observe children's development and progress, which they use to plan for future activities. All staff have a good knowledge and understanding of the Foundation Stage and the curriculum is effectively planned to cover all areas of learning.

The leadership and management of the nursery is very good. The staff work as an effective team. They are aware of their roles and responsibilities and benefit from having the manager work alongside them. There are good systems in place for how staff deliver and evaluate the activities. Many opportunities are provided for staff to attend relevant courses for their professional development.

The partnership with parents and carers is very good. Parents and carers are given good quality information about the terms activities and how this relates to the early learning goals. Parents take an active part in the pre-school by working alongside the staff. Children take home examples of their work and there are good opportunities for parents to be involved in their child's learning, for example in borrowing the pre-school's "Super Ted" and "Tommy the Toucan".

What is being done well?

- Staff's strong relationship with parents and carers, and the encouragement given to continue to support their children's learning at home.
- Staff's clear understanding of the early learning goals, which leads to well planned purposeful activities which engage and sustains children's interest and efforts.
- Children's personal, social and emotional development is very good. They are confident and willing share toys with each other and their behaviour is good.
- Children's progress in knowledge and understanding of the world, particularly as they develop a sense of time and place.

What needs to be improved?

- continue to develop and assess children's progress through the full range of early learning goals.

What has improved since the last inspection?

The pre-school has maintained high standards and has made very good progress in relation to the points for consideration from the last inspection. Staff have continued to improve their planning of the curriculum, which effectively incorporates all six areas of learning. They observe the children during the activities and use their observations for the children's assessment and then plan the next steps for learning. Each term, parents and carers receive newsletters informing them of the topic and how these are linked to the early learning goals. Staff are readily available for parents. The staff have provided more opportunities for children to take part and listen to a variety of music and incorporate more musical activities. All improvements made have had an enriching and positive impact on the children's learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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| Judgement: | Very Good |
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Children are confident and excited to try new activities. They independently select activities of their choice, at which they concentrate well and persevere. They share and take turns co-operatively. Young children follow older children when they play games, which is self-initiated. Older children are forming strong friendships. All children are developing good personal skills by trying to put on their own shoes and pour their own drinks.

COMMUNICATION, LANGUAGE AND LITERACY

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| Judgement: | Very Good |
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Young children use simple language to say what they are doing and older and more able children use more complex sentences, for example when describing the sound of the rain. Young children are becoming familiar with letters and older and more able children are able to recognise letters and words that are associated with a letter. Children of all ages recognise their names, with older and more able ones independently writing their names on their work. Children clearly enjoy books.

MATHEMATICAL DEVELOPMENT

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| Judgement: | Very Good |
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Children learn about numbers as part of their daily routine, with older and more able children counting to 15 and beyond. They are becoming familiar with mathematical language and older and more able children are able to say how many there are left and how many they need, beginning to add and subtract practically for themselves. Children are aware of shape and measurement, demonstrating when something is higher or lower than another object.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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| Judgement: | Very Good |
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Children have good opportunities to explore and investigate change through practical activities and trips into the community. Young ones ably join construction pieces together; older children make complex models with a purpose in mind. Children have good opportunities to use the computer and battery operated toys independently. They become aware of a sense of time when studying old and new games. This is also reinforced during daily routines and by regular reference to the clock.

PHYSICAL DEVELOPMENT

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| Judgement: | Very Good |
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Children move confidently around the room. They run, jump and climb skilfully. Children are aware of the space around themselves and others. They are introduced to health and bodily awareness through planned activities and as part of their daily routines. Children use one handed tools competently and safely.

| CREATIVE DEVELOPMENT | |
|--|-----------|
| Judgement: | Very Good |
| <p>Children regularly explore colour and texture through a wide variety of activities and using a variety of medium, such as junk modelling, making musical instruments and free painting. They use natural materials, such as water, sand and straw regularly. Children develop their imaginations effectively through role-play situations. They use all of their senses through a variety of practical activities, such as watching and touching ice-cubes melting. They enjoy listening to and making music.</p> | |

Children's spiritual, moral, social, and cultural development is fostered appropriately.

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 significant weaknesses to report, but consideration should be given to improving the following:
- continue to monitor the planning and assessments across the curriculum to ensure the existing high standards are maintained.

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.