



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 507879

DfES Number: 516646

INSPECTION DETAILS

Inspection Date 16/10/2003
Inspector Name Susan, Esther Harvey

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Eldene Pre School
Setting Address Eldene Centre
Swindon
Wiltshire
SN3 3RZ

REGISTERED PROVIDER DETAILS

Name The Committee of Eldene Pre-school

ORGANISATION DETAILS

Name Eldene Pre-school
Address Eldene Centre
Swindon
Wiltshire
SN3 3RZ

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

Eldene Pre-school opened in 1979. It operates from three rooms within the Eldene Communities Centre. The pre-school serves the local area.

There are currently 57 children from three to five years on roll. This includes 25 funded three year olds and 7 funded four year olds. Children attend for a variety of sessions. The group supports children with special needs and children who speak English as an additional language.

The group opens five days a week during term time. Sessions are from 09.00 to 11.30 Monday to Friday, and 12.45 to 15.15, Monday, Tuesday, Thursday and Friday.

Eight full time and part time staff work with the children. Five have early years qualifications. The setting receives support from the Pre-school Learning Association, and the Early Years Development and Childcare Partnership.

How good is the Day Care?

Eldene Pre-school provide satisfactory care for children.

The staff work well together as team, and plan a range of activities for the children. Several have early years qualifications. The organisation of the setting enables the staff to support the children most of the time, and a clear daily routine assists in the space being adequately used. Policies and procedures are made available to parents in various ways which keeps them adequately informed. There is a range of sufficient equipment and resources for children to access. Students and volunteers are well supported, and the committee are aware of their roles. Documents are maintained but lacked detail in several areas.

Staff are generally aware of children's safety, however the setting does not have a risk assessment which would enable children's safety to be regularly monitored. The children are encouraged to adopt good hygiene practices by the staff who supervise hand washing routines during the sessions. Children have a variety of nutritious

snacks offered to them by the staff which encourages healthy eating, and there is a system in place for children to access regular drinking water, but they are not always aware that this is available. The staff understand the needs of most children cared for, however all cultural needs of the children are not met. Children with special needs are well supported. All staff have a clear understanding of child protection issues which ensures the welfare and protection of children at all times.

The staff are interested in what children say and do, which enables them to feel adequately confident, the children respect each other's feelings, and generally the staff know about the strategies for dealing with behaviour.

There is an established system in place for the exchange of information between parents and staff. Parents have access to all written information about their children.

What has improved since the last inspection?

At the last inspection Eldene Pre-school were asked to provide an operational plan which included activities for the children and staff deployment. A written plan has now been provided, and parental information about the children's learning goals have been added to the parental information booklet. The setting were also asked to keep a record of emergency evacuations. A fire log book has now been provided to record when these take place. These improvements have led to parents being more informed about the setting, and the safety of the children.

What is being done well?

- There is an effective induction plan in place to ensure that students are well supported.
- The staff have prepared detailed plans for a range of activities.
- The staff are committed to the promotion of children's good hygiene practices.
- The staff provide children with a variety of nutritious snacks which assists with their growth and development.
- The children with special needs are well supported by staff who have a secure knowledge and understanding of children with additional needs.
- Parents are supported in the group and procedures keep them informed about what goes on in the setting.
- The staff have a good knowledge of child protection issues which ensures that the children are kept safe from harm.

What needs to be improved?

- the consent to seek emergency medical treatment or advice in writing from parents;
- the accuracy of the recording of people and children present in the building;

- the safety of children by risk assessing the provision;
- the opportunities for children to have regular drinks;
- the knowledge of other cultures;
- parental information regarding the regulators contact details.

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	ensure the registration system records the times of arrival and departure of children and staff
6	provide a risk assessment that is regularly reviewed to ensure the safety of children
8	provide children with regular access to fresh drinking water on request
12	ensure the regulators details are made available to parents and that records include parental consent for seeking emergency medical treatment or advice.

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

How effective is the nursery education?

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals.

The teaching of children is generally good. All staff have a good knowledge of the Foundation Stage curriculum and early learning goals. Staff carry out regular observations, assess children's progress and plan appropriately to help children make progress in most aspects of the six areas of learning. The Special Educational Needs Coordinator is well informed and has effective arrangements in place to ensure that all children with special needs are included.

However, some aspects of planned activities are not always extended to all funded children across the sessions, as emphasis is on the rising four's session. Not all staff effectively question children or give them time to respond and extend their vocabulary.

Some activities are too adult directed and do not allow for children to learn spontaneously.

Resources are not always organised effectively to develop children's independence in the setting. Staff are not fully confident in their approach to children learning English as an additional language.

The leadership and management of the setting is generally good. The supervisor is a professional and dedicated leader who ensures staff work well together as a team. She is highly committed to evaluating the setting's provision in order to create improvements and is generally effective in achieving this. However, some aspects of the programme and planning are less well implemented by staff, such as music and outdoor play.

The partnership with parents is generally good. Parents are provided with good quality information about the setting. There are regular opportunities for parents to share what they know about their child. There is limited information provided to parents about specific topic themes and the learning expected from activities, and how parents can be more fully involved with children's learning at home.

What is being done well?

- The supervisor has good leadership and management skills and ensures staff work together as a team effectively.
- Staff have a good knowledge of the Foundation Stage and early learning goals. They carry out regular observations, assess children's progress and plan well to help all children make progress in most areas of the curriculum.

- There are regular planned activities to develop children's writing skills.
- Children demonstrate good counting skills and basic shape and number recognition due to staff teaching and planning.

What needs to be improved?

- planned opportunities for children to develop a greater awareness of wider cultures and beliefs.
- consistent questioning by staff to enable children to express ideas and feelings.
- opportunities for children to link sounds and letters.
- opportunities for children to develop calculation skills.
- opportunities for spontaneous creative play using a variety of different media and materials.
- increased opportunities for children to self-select resources and develop their independence.

What has improved since the last inspection?

At the last inspection the setting were asked to provide parents with details about the education programme in its' welcome pack. The setting has implemented this by giving parents information about the Foundation Stage curriculum as part of the welcome pack. However, parents are provided with limited information about specific themes and the learning expected. The setting was also asked to consider ways of displaying the wide range of attractive fiction and non-fiction books to their best advantage. Books are now available in the book corner in low boxes and are fully accessible to children. Overall improvement since the last inspection is generally good.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children separate well from parents and carers. Children enjoy positive relationships and staff who help children to share. Children's independence and decision making in the group is limited. Children have few opportunities to develop an awareness of wider cultures and beliefs. Children express thoughts when they can, but opportunities to put forward their own ideas are not extensive.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children's have regular opportunities to develop their writing skills. They are able to identify their own name at registration. They enjoy stories and handle books with care. Children participate in language activities enthusiastically but they are not able to regularly link sounds to letters. Children were confident when discussing the story of Goldilocks on the day of inspection. They also ask for things they require appropriately.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children demonstrate good counting skills and basic shape and number recognition. They are able to compare size and quantity. Children are not able to develop adding and subtraction skills on a regular basis through everyday activities. They can recognise various sizes and are able to match similar items. They are starting to identify patterns such as blocks sequenced in height order.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have regular opportunities to learn about change and growth and features of their local community. Investigations using a variety of textures and materials are limited. Children's understanding of a range of cultures and beliefs has begun to develop but topics are not extensive and do not include sufficiently children within the setting. Children use some technology confidently such as tape recorders but access to the computer is limited.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move confidently and with care for each other. They learn about health and body awareness due to planned activities such as a topic on how they have grown. Children are able to manipulate a wide range of large and small objects with increasing skill. Children are developing large muscle skills through the use of the outdoor play space and large indoor equipment. Skills such as balance, kicking and throwing develop appropriately for those children who have access to them.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children explore and express some aspects of their imagination with an adequate range of materials. However, children have too few opportunities to make choices from the resources. They listen to musical tapes and sing appropriately but do not have access to musical sessions that explore rhythm and imagination.

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 issues
- Develop staff questioning techniques to enable children to express ideas and feelings and extend their learning.
- Provide regular, planned opportunities for children to link sounds and letters and decide . where and when children will be given opportunities to develop their calculating skills.
- Extend children's opportunities for independence and spontaneous creative play, using a variety of different media and materials.

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.