



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 507671

DfES Number: 519205

INSPECTION DETAILS

Inspection Date 10/06/2003
Inspector Name Jan Burnet

SETTING DETAILS

Setting Name Ernesford Grange Pre-School
Setting Address Foxtan Road
Coventry
West Midlands
CV3 2HN

REGISTERED PROVIDER DETAILS

Name Mr Steven Martin Parker

ORGANISATION DETAILS

Name
Address

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

Ernesford Grange Pre-School Group was established around 1977. Registration is for 26 children aged from two years six months to under five years, although children only up to the age of four years attend as they then move on to the school nursery class. The group operates in a room within Ernesford Grange Primary School. Opening hours are term time only Monday to Friday from 9:00 a.m. until 11:30 a.m. An afternoon group may also operate Tuesday to Friday from 1:20 p.m. until 3:20 p.m. There is an enclosed outdoor play area directly outside the main play room and the group also use the school hall and grounds. Placements are offered to children across the City. A team of seven staff care for the children. Two leaders and two other staff have early years qualifications. There are currently 33 children on role. The group receives funding for three year old children and supports children with special needs. There are currently no children for whom English is an additional language. Coventry Early Years Development and Childcare Partnership provides teacher support once per term and the group has strong links with the school.

How good is the Day Care?

Ernesford Grange Pre-School group provides good quality care for children aged from two years six months to under four years. Staff ensure that the environment is welcoming and safe. Security of the school grounds and buildings is given a high priority. Health issues are addressed well and standards of hygiene are good. Two staff currently have in date first aid certificates and others are waiting for course dates. The interaction between the staff and the children is good. Staff are aware of individual needs and establish good relationships with the children. Activities are varied and well planned and resources are plentiful. Routines are consistent and the children are settled and happy. The management of behaviour is good. Staff lead by example, are consistent in their approach, remain calm and acknowledge good behaviour. The partnership with parents is good. Parents are made welcome and staff establish and maintain good relationships. A comprehensive booklet containing general information and policies and procedures is provided. Documentation and records are kept in good order. However, a written procedure for a lost child should be drawn up and hours of attendance should be included in the daily record of

children looked after.

What has improved since the last inspection?

At the last inspection leaders were asked to achieve and maintain correct staff/child ratios. This has been satisfactorily addressed as a minimum of four staff are now present for every session with a maximum of 26 children. For most of the year children attending are rising three years and are cared for on a ratio better than the minimum required of one staff member to eight children. Children who do not have their third birthday during their first term are cared for on a one to four ratio.

What is being done well?

The relationships between the staff and the children are good. Children are happy and settled and show great interest in the variety of stimulating activities provided for them.(Standard 3) The environment is warm and welcoming and is decorated with examples of the children's art and pre-school work.(Standard 4) Resources are plentiful. Children are able to choose from a variety of good quality toys and equipment to promote learning in all areas. (Standard 5) Staff give safety and security a high priority. Potential risks inside the school and outside have been acknowledged and measures taken to ensure children's safety at all times.(Standard 6) Staff are consistent in their management of behaviour. They lead by example, praise the children and encourage them to share, take turns and show consideration for others. (Standard 11) The partnership with parents is good. Parents are made welcome. A booklet is provided which includes policies and procedures and general information. Newsletters are regularly sent and information is displayed on parent notice boards. (Standard 12)

What needs to be improved?

the development of written procedures to be followed in the event of a child being lost; (Standard 2) a record of observations so that information can be used to plan the next steps in children's play and learning;(Standard 3) the inclusion of hours of attendance in the daily record of children looked after.(Standard 14)

Outcome of the inspection

Good

WHAT NEEDS TO BE DONE NEXT?

The Registered Person must take the following actions by the date shown

Std	Action	Date
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The Registered Person should have regard to the following recommendations

by the time of the next inspection	
Std	Recommendation
2	Provide written procedures to be followed in the event of a child being lost.
3	Regularly record observations and use information to plan the next steps in children's play and learning.
14	Include hours of attendance in the daily record of children looked after.

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

How effective is the nursery education?

Ernesford Grange Pre-School offers generally good quality nursery education which helps three year old children make progress along the stepping stones towards the early learning goals. They make very good progress in personal, social and emotional development, knowledge and understanding of the world, mathematical and creative development. Teaching is generally good. Staff plan a good variety of activities, a well balanced routine and resources are plentiful. They have a good knowledge of the early stepping stones but do not plan for the more able children in the group to extend them beyond staff expectations for most three year olds.

Observations are not regularly recorded and so information is not then used to plan the next steps for individual children. Relationships between staff and children are very good and the management of behaviour is consistent with the use of praise and encouragement given a high priority. The leadership and management of the pre-school is very good. All staff are clear about their roles and responsibilities, communication is good and they work well as a team and with other professionals. A very high priority is given to training and staff meet regularly to plan for the future and review previous practise. Partnership with parents is generally good. A pre-school booklet is provided, which includes the education program and pre-school policies. Information is shared on parent notice boards and in regular newsletters. Children's achievements are regularly shared with parents and assessment records are shown to parents every term. However, parent involvement in their child's learning is limited as information from them is not included in assessment records and therefore not used to inform future planning.

What is being done well?

Children's personal, social and emotional development is very good. They are happy and show great interest in the activities provided for them. Staff are consistent in their management of behaviour. They praise the children and encourage them to share, take turns and show consideration for others. Mathematical development is very good. In planned and day to day activities children count, name shapes and numerals, talk about size and are developing an understanding of addition and subtraction. Children explore and investigate and use a variety of information technology equipment. Staff work well as a team and develop good relationships with the children and their parents.

What needs to be improved?

The provision of activities to extend more able children beyond current assessment targets. Records of observations that could then be used to inform future planning for individual children.

What has improved since the last inspection?

Very good progress has been made since the last inspection. Leaders were asked to extend the use of technology equipment to support learning. A computer, audio tape machine, calculators, digital telephone and cash register are now regularly used by the children. With staff support children are learning to complete a simple computer program and how to control the mouse.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	
Judgement:	Very Good
Children make very good progress in this area. They relate very well to each other, staff and visitors. They are happy and interested and settle well at their chosen activities. Children separate happily from their parents and are settled and secure. Most children speak confidently and readily express their feelings. Children show consideration for others and take turns. Children learn about other cultures and beliefs and share information with the group about their own family.	

COMMUNICATION, LANGUAGE AND LITERACY	
Judgement:	Generally Good
Children make generally good progress in this area. They listen to stories intently and eagerly respond when asked questions. Children are beginning to link sounds to letters by making the initial letter sound of the day and month when looking at the calendar and by using name cards to find their place at the table. They use pencils and crayons to draw and colour. However, more able children do not practise linking sounds to letters in other ways and do not regularly practise writing skills.	

MATHEMATICAL DEVELOPMENT	
Judgement:	Very Good
Children make very good progress in this area. All count confidently to five and some children are able to count past 10. They are learning to recognise numerals to five and the more able children are learning to recognise numerals to 10. Children have many opportunities to name shapes. They are developing an understanding of addition and subtraction in activities adding "one more" or "two more" bricks and then taking away a given number. They discuss "big" and "small".	

KNOWLEDGE AND UNDERSTANDING OF THE WORLD	
Judgement:	Very Good
Children make very good progress in this area. They enthusiastically explore and investigate. They learn about how plants and other living things grow and explore the school garden, grounds and pond. They learn about different cultures and beliefs. Children use a variety of materials to build and mould. They confidently use a variety of information technology equipment and are learning to use the "mouse" and complete a simple program on the computer.	

PHYSICAL DEVELOPMENT	
Judgement:	Generally Good
Children make generally good progress in this area. They respond well to music, learning to control their movements and use their imagination. Children climb, the older children very confidently and the younger children with support. They slide, catch, throw and kick. Children competently pedal and steer and they are learning to balance. They have a good awareness of their own space. Children competently use a variety of small equipment but do not use scissors until the end of the summer	

term.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children make very good progress in this area. They explore texture, colour and music. They build and mould with a variety of materials and name and mix colours. Children respond well to music, have learned a variety of songs and rhymes and tap out simple rhythms with musical instruments. They imitate situations that they have seen and some children involve others in their role play. Children talk about and show great interest in what they see, hear, smell and touch.

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

Provide activities that extend more able children beyond assessment targets set for most three year old children. Record observations regularly and use the information to plan the next stage for individual children.

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.