



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 307175

DfES Number: 515422

INSPECTION DETAILS

Inspection Date	01/12/2004
Inspector Name	Lynda, Margaret Ronan

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Romiley Methodist Pre-School
Setting Address	Hill Street Romiley Stockport SK6 3AH

REGISTERED PROVIDER DETAILS

Name	Mrs Judith Bennett
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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

Romiley Methodist Pre-school opened prior to 1992 and operates from two rooms in the church hall. It is situated on a main road close to Romiley Shopping Centre and the railway station. A maximum of 26 children may attend the pre-school at any one time. The pre-school is open term time only and offers a morning session from 09:15 to 12:00 on Monday, Tuesday, Thursday and Friday and an afternoon session from 12:30 to 15:00 on a Wednesday. Children benefit from access to a secure enclosed outdoor play area.

There are currently 23 children aged from 2 to under 5 years on roll. Of these 13 children receive funding for nursery education. Children attending are from the locality. The pre-school is able to support children with special educational needs and children for whom English is an additional language.

The pre-school employs 5 staff. Three of the staff, including the manager, hold appropriate early years qualifications. One staff member is working towards a qualification. The group receive limited support from Stockport Early Years Development and Childcare Partnership.

How good is the Day Care?

Romiley Methodist Pre-school offers satisfactory care for children. The stable staff group work well as a team, discussing children and activities on a daily basis, at the end of the week and in bi-termly planning sessions which results in individual children's needs being well met. The operational plan is in place and used effectively. There are some gaps in written documentation, the provision of necessary policies, timely notification of staff changes and recording of information.

The premises are clean, warm and well maintained. There is a good level of supervision, and staff are aware of potential hazards. Risk assessments and fire drills are carried out. Good attention is paid to security to ensure the children are cared for in a safe environment. An effective resource policy ensures a thoughtful approach to purchase resulting in high quality resources that reflect today's society

and that offer appropriate challenges to all children.

Children are confident and settled in their environment. There are lots of activities set out inside and outside for children to choose from. Children are engrossed in activities and are given time and sensitive support to complete these to their satisfaction. The children move around the defined curriculum areas with confidence and are familiar in the use of equipment often modifying their environment by moving equipment to where they want it. The children are happy and settled, and giggles and laughter are shared between adults and children. The staff praise the children often.

Parents and children are welcomed to the group each morning. Parents are encouraged to stay with their children to choose the first tasks of the day, children are proud to show off their pre-school, one parent even has an impromptu lesson in computer literacy from his child! Current parents state a high level of satisfaction with the group.

What has improved since the last inspection?

At the last inspection the group were asked to improve the safety of children, partnership with parents and the observance of children's need for privacy and dignity. All of these issues have been appropriately completed; the locks on bathroom doors are openable from the outside, a curtain has been put in place in the bathroom to provide privacy for children and the complaints procedure has been extended to include the regulator's name and address. This has improved the overall safety and welfare of the children.

What is being done well?

- Staff are deployed successfully to support children in their chosen activities, children are comfortable in the pre-school and are confident in asking for help if they need it, for example in solving a difficulty in laying train track or removing clothing.
- Staff record observations of children which they use to plan activities and modification of activities; they have a good awareness of individual needs and where necessary discuss with parents additional help. They plan effectively to make adjustments to meet special needs.
- Children are given options of learning in different ways, including free choice between learning inside or outside for the majority of the session, as a result children are active and successful learners.
- Relationships between staff and children are warm and supportive with cuddles being sought and given. Children play alongside each other happily and are beginning to seek each other out to form particular friendships.

What needs to be improved?

- the provision of all required procedures with regard to lost and uncollected children and informing Ofsted of staff changes
- the safety of children with regard to appropriate staffing procedures, the acquisition of parental consents to emergency medical treatment and the administration of medication and an agreed outings policy
- the recording of people in attendance at the group and the name and address of parents or carers.

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
2	Provide procedures for lost or uncollected children.	01/01/2005

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

Std	Recommendation
1	Ensure that there are effective procedures in place for checking that staff are suitably qualified and/or experienced to work with children and that the regulator is notified of any staff changes.
14	Ensure that policies and procedures support the safe and efficient running of the playgroup, including: recording parental details, the policy for outings, obtaining written parental permission for consent to emergency medical treatment, the administration of medication, the accurate recording of the children's times of attendance and the presence of any

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

How effective is the nursery education?

Provision at Romiley Methodist Pre-school overall is of good quality and children make generally good progress towards the early learning goals. They are making very good progress in personal social and emotional development, physical development and knowledge and understanding of the world.

Teaching is generally good. Staff have a very good understanding of how children learn through practical experience and they provide stimulating activities. Staff observe children and use these to plan to ensure all areas of the Foundation Stage are delivered and appropriate challenges are offered on an individual basis. Staff work with the children directly, ensuring children feel valued. Staff are excellent role models and generally manage behaviour well. They are skilled at questioning and providing opportunities for children to learn through exploration. They do not always organise the learning environment sufficiently to support children's independent extension of learning, for example by setting the table in the café and helping provide menus and price lists.

Leadership and management are generally good. A stable staff group work very well together as a team and are kept motivated by shared responsibilities and access to training. Management evaluate the most of setting's strengths and weaknesses to identify training needs for staff and have organised their own training courses, for example with the LEA music co-ordinator and are planning a wild garden to extend children's experiences.

Partnership with parents is generally good, staff have a clear understanding of the importance of working with parents, there is an open door policy and parents feel they are listened to. Parents do not receive good verbal information about topics and activities and there is a voluntary parents rota. Parents do not have sufficient opportunity to contribute to their child's assessment.

What is being done well?

- Children have the free choice of indoor and outdoor play for most of each session, this enables children to learn in the most appropriate style and environment for them. Children are adept at and enjoy robust play. They enact a café scene inside whilst outside are busy travelling to Blackpool on the train.
- Children are very sociable and there is a constant hum of conversation between peers and with adults who are experienced in extending the children's thought and language through appropriate questioning such as 'where does the honey in the story come from?'.
- Children explore, experiment and question their environment and are encouraged to do so, they dismantle a plastic flower pot to discover why the

plastic flower grows when water is added, they move cushions, books and toys to underneath the climbing cube to make a comfortable den and use magnifying glasses from the science table during free play to examine their surroundings.

- Staff observe children and use those observations to plan practical activities that children enjoy and that offer appropriate challenges to promote learning.

What needs to be improved?

- the organisation of the good resources to provide a learning environment where children can consistently and independently consolidate their own learning particularly in communication, language and literacy, mathematics and creative development
- the frequency of parents' formal access to their child's record to enable them to make informed comment about their progress.

What has improved since the last inspection?

Generally good progress has been made since the last inspection. The staff have increased opportunities for children to write, which was a key issue at the last inspection. Children are encouraged to write their names when ready to do so and are given very good opportunities to develop the necessary skills for writing; however the opportunities for children to make marks as part of purposeful, independent play are limited. The consistent provision of opportunities for children to include writing in their free play remains as a key issue.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are sociable and express themselves confidently through discussions and activities for example asking staff to help solve a problem in laying track. Children take turns and share experiences, such as their baby photos. They are relaxed, interested and motivated to learn, often modifying their environment and organising games in friendship groups themselves. They are well behaved and are building self help skills through such activities as tying gold string around Christmas Crackers.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident communicators. They use language to retell stories and recount personal events and to evaluate and predict events. They predict what will happen if they put another block on wobbling tower. Children draw in wet sand and gloop and paint on paper and the wall outside gaining necessary skills to form letters. Many children can write their names are aware of rhyme and know the start letter of their name. However children rarely write or read for a purpose during free play.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children solve practical problems confidently; if the train is to travel over the track what size bridge will they need to span the track and for the trains to travel under it? They count confidently whilst making party crowns, they match the points and jewels and most are able to write the number of points on their crown. They calculate singing songs and having counted the girls and the boys present are able to state which is more and less. They do not consistently use number in free play.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children observe, explore and examine their world and change by growing bulbs, discussing the best way to stop water leaking through a hole, travelling on a canal barge and a train, racing ducks and practising road safety with the visiting crossing attendant. They learn about other cultures wearing ethnic clothes, eating exotic foods and talking about celebrations. Children confidently and competently use the computer. They evaluate design on a large scale whilst building a pirate ship.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children access an excellent range of large equipment indoors and outdoors offering a variety of challenge as a result they have very good gross motor skills. They use tools and materials to promote their physical development pouring water into difficult containers, cutting card, rolling clay, sticking jewels, painting clay wreaths, playing with small world resources and building with different resources. They discuss good and bad foods with the dental nurse whilst learning about their health.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children sing enthusiastically a wide repertoire of known songs and enjoy keeping time with tambourines. They experiment with a wide variety of media from leaf prints to clay Christmas Wreaths but do not often independently access the good craft resources. They enjoy two role play areas; inside and outside and as a result of sensitive adult intervention act out their own narratives. They use all their senses to express themselves at a sensory table.

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

- Re-evaluate the presentation of the good learning resources to ensure children are encouraged to extend their learning during free play with particular attention to the presentation of the role play areas, books, use of number and creative materials.
- Ensure parents have opportunities to contribute and comment on their child's progress throughout their stay with the group.

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.