



Office for Standards
in Education

DAY CARE INSPECTION REPORT

URN 511089

INSPECTION DETAILS

Inspection Date	16/03/2004
Inspector Name	Elly Bik-Kuen Wong

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Priory Park Pre-School
Setting Address	Community Hall, Upper Brook Drive Locks Heath Southampton Hampshire SO31 6PT

REGISTERED PROVIDER DETAILS

Name	The Committee of Priory Park Pre- School
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ORGANISATION DETAILS

Name	Priory Park Pre- School
Address	Priory Park Community Centre Upper Brook Drive, Locks Heath Southampton Hampshire SO31 6PT

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care. When making judgements, inspectors have regard to how well the provider meets the National Standards for under Eights Day Care and Childminding. A list of these is attached. The report identifies strengths and areas for improvement.

This inspection report must be made available to all parents.

Information about the setting

Priory Park Pre-school has been registered since 1991. It is a community pre-school owned and managed by a parents committee, and offering sessional care to children from two to under five years. The pre-school operates from a community hall in the residential area of Locks Heath. It consists of a large play room with adjacent toilets, kitchen, and outdoor play facilities. The pre-school serves the Locks Heath and wider community in the surrounding areas.

It is the pre-school's policy to accept children who are nearly three years when they join. There are 53 children on roll, including 30 funded 3-year olds, and 17 funded 4-year olds. The pre-school is able to support children with special needs, and those who speak English as an additional language.

There are nine staff, and usually five of them work at each session. All but three staff have relevant qualifications for their roles, and two are working towards a level two qualification. All staff participate in on-going in service training. The Pre-school opens during term time, on Monday, Tuesday, Thursday, and Friday from 09:15 to 11:45. It also opens during five afternoons from Monday to Friday, between 12:15 and 14:45. The Pre-school receives support from the Early years Development and Childcare Partnership. It has been awarded accreditation by the Pre-school Learning Alliance.

How good is the Day Care?

The pre-school offers good quality care to children. The setting is a well established community pre-school that has close links with the local community. Despite the constraints of the shared venue, the staff provide a friendly and interesting environment for children. The premises are clean, comfortable, and well resourced with a good variety of age-appropriate equipment. It has a suitably trained and experienced staff team who are committed to ongoing training. There is good leadership from the senior staff, and they work well as a team. However, staff development and training opportunities can be further strengthened. There is comprehensive documentation and a good operational plan. However, some minor improvements are required.

The staff are safety conscious and care for children in a safe and secure manner. They follow good hygiene procedures and also help children to learn about them through the daily routine. The staff are proactive in working with parents to meet a

range of individual needs/abilities, including health, dietary and other requirements.

The staff interact well with the children; they talk to them, praise and value them. The staff complete appropriate curriculum plans, and provide a good range of interesting activities conducive to their learning and development. The staff set up a suitable variety of toys and books each day, and rotate them during the week. The children can access them freely, and make own choices in play. They are content and happily occupied. The staff use positive behaviour strategies, and the children's behaviour is good. The staff respect children's differences, and treat them with equal concern. There are good resources/activities to help children understand and respect differences and diversity.

The staff team have close, warm relationships with parents, and liaise closely with them over their children's progress. They share information effectively through informal and formal means.

What has improved since the last inspection?

There was a previous condition regarding the provision of suitable equipment for two year olds. This has been met as there are usually a good variety of resources including sand, water, home corner and others.

What is being done well?

- The staff are suitably experienced and qualified (70% at level 3), and take a professional approach to their work and training. They have bonded well, and all take part in curriculum planning, while the senior staff organise in-service training.
- Despite having to set up/pack up each day, the staff provide children with a good range of toys/books, and a wide variety through rotation during the week. There are some stimulating themed activities, including imaginative role play, knowledge of the world, and positive understanding of diversity. Children play happily; explore, and learn at their own pace.
- The staff interact well with children; they talk to them; praise and value them. They offer them good adult support, and handle children's behaviour in a sensitive manner, suited to their understanding. They anticipate/prevent undesirable behaviour by keeping children occupied.
- There are good, clean, and safe indoor/outdoor facilities (including disabled access/toilet). The latter boasts a safety surface for children. The staff care for the children in a safe, secure, and hygienic manner. They help children to learn about personal safety, stranger danger, and good personal hygiene like hand washing through the daily routine.
- The staff are good at meeting children's health, dietary and special requirements. Children with nappies can attend; and staff liaise with parents over the care of children with special health and other needs. They respect children's differences, and treat them with equal concern.

- The staff have excellent relationships with parents and close links with the local community. Parents feel welcome to discuss their children's progress with staff. Family link workers and other staff observe and record children's progress, and parents actively access these records and liaise closely with the staff. Parents are also well informed through newsletters, new parents' pack, written policies, notices, displays and meetings.

What needs to be improved?

- procedures for inducting new staff/volunteers; and staff development and training opportunities, through in-service/external training and other means
- documentation, regarding the complaint procedure, register for children and staff, and key information for parents.

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
2	Strengthen procedures for inducting new staff and volunteers; and further enhance staff development and training opportunities through in-service/external training and other means.
14	Update/improve documentation regarding the complaint procedure, register for children and staff, and key information for parents.

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.