



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 254258

DfES Number: 500689

INSPECTION DETAILS

Inspection Date 15/12/2003
Inspector Name Sally Ann Hubbard

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Scarning Pre School
Setting Address Dereham Road
Dereham
Norfolk
NR19 2HP

REGISTERED PROVIDER DETAILS

Name The Committee of Scarning Pre School 1033635

ORGANISATION DETAILS

Name Scarning Pre School
Address Dereham Road
Dereham
Norfolk
NR19 2HP

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

Scarning Pre-school opened in 1997. It operates from a mobile premises located in the grounds of Scarning Primary School and has it's own fully enclosed outside play area. Scarning Pre-school serves the local area.

There are currently 36 children from two to five years on roll. This includes 13 funded three year olds and seven funded four year olds. Children attend for a variety of sessions. The setting does not currently have any children attending who have special educational needs or who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 09:00 until 11:30 and 12:45 until 15:15.

One full-time and four part-time staff work with the children. Four staff hold and two staff are currently working towards recognised early years qualifications. The setting receives support from a teacher/mentor from the Early Years Development and Child Care partnership (EYDCP).

How good is the Day Care?

The pre-school provides good quality care for children aged two to under five years.

Staff work well together as a team and space and resources are organised to ensure they effectively meet children's needs. There are effective policies and procedures in place to ensure staff and volunteers are suitable to care for children. An action plan is in place detailing how the group will meet the standards regarding minimum qualifications. The premises are safe, secure and suitable for use by the pre-school. There is sufficient child height furniture, which is safe and suitable. Children have free access to some resources. Clear documentation is in place to support the efficient and safe management of the group

Staff have a good awareness of safety and children are well supervised to prevent accidents. Staff have appropriate procedures in place to promote good hygiene and

health practices, however they do not have permission to seek emergency medical aid or treatment. Staff provide healthy snacks and are aware of children's dietary needs. Policies and procedures are in place that enable the group to meet the needs of children with special educational needs.

Staff and children interact well. Children are well supported and are provided with a good range of stimulating planned activities and play opportunities to develop their emotional, physical and intellectual capabilities. However the system for using observations of children to plan the next steps for children's learning is not yet fully developed. Staff implement the equal opportunities policy and ensure they are able to meet all children's needs. Staff provide good role models and have clear boundaries for children. A positive behaviour management policy is in place and implemented.

Partnerships with parents and carers is good and information is shared to enable staff to meet children's needs. Parents are able to contribute to the running of the group by serving on the committee.

What has improved since the last inspection?

At the last inspection, the setting was asked to complete and submit forms for committee officers and staff including a police check. These checks are in progress and the group have forms ready for the new staff members to complete.

They were asked to produce a policy giving details for the vetting procedure and how the group ensures that any person not vetted is never left alone with children. The manager has processes in place to ensure that children are not left alone with unvetted persons.

The setting needed to develop the procedures regarding the administration of medicine to meet the National Standards. Appropriate procedures and records are in place for the administration of medicines.

Finally they were asked to ensure suitable hand drying facilities are provided. Electric hand dryers and paper towels are in place in the toilets.

What is being done well?

- Staff work well together as a team and have clear roles and responsibilities.
- Children are provided with a good range of stimulating planned activities and play opportunities to develop their emotional, physical and intellectual capabilities.
- Staff plan and provide a good range of stimulating activities and play opportunities to help children develop in all areas. Staff listen and respond appropriately the children are well supported and enjoy the activities
- The group have a good awareness of safety and this is promoted well with very detailed health and safety procedures.

- Staff provide good role models and have clear boundaries for children. A positive behaviour management policy is in place and implemented.

What needs to be improved?

- the procedures to ensure parents give permission for the group to seek emergency medical aid or treatment.

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
7	Obtain permission to seek emergency medical aid or treatment.

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

How effective is the nursery education?

The provision for nursery education at Scarning Pre-school is good. It enables children to make very good progress towards the early learning goals in personal, social & emotional development and generally good progress in all other areas of learning.

The quality of teaching is generally good. Staff have a good knowledge and understanding of the early learning goals and are clear about learning objectives for activities. Curriculum planning includes long, medium and short-term plans, which cover all six areas of learning. However these need to be further developed to ensure there is balance across all areas of learning including calculation in mathematics, the linking of sounds and letters in language and the use of information technology in everyday situations. There is some evaluation of the plans and some instances of how individual children need to progress but assessments of children do not clearly identify the next steps for learning.

Staff work well as a team and are clear about their roles and responsibilities. They evaluate sessions and share any successful teaching strategies. Staff provide good role models for children, are positive and use praise and encouragement.

Leadership of the pre-school is generally good. The manager works closely with the committee and meets with staff to plan activities. The committee are committed to improving the service they offer and keen to develop their practice

Generally good partnerships are in place with parents and carers. They are involved with their children's learning through their involvement on the committee. Parents feel confident about the learning their children receive, however they are not given opportunities to be fully involved in their children's learning.

What is being done well?

- Children are making very good progress in personal, social & emotional development generally good progress in all other areas of learning. They form good relationships with each other and adults in the group.
- Staff work well as a team. They support each other and are keen to develop their practice and are committed to improving the care and education they provide.
- The development of the children's imagination is being well supported by the staff who encourage spontaneity in the children's play.

What needs to be improved?

- the planning to include all early learning goals under each area of learning and develop use of assessments to inform future planning and identify the next steps for children's learning
- the opportunities for parents to contribute to and be involved in their children's learning
- the opportunities for children to develop their skills in linking sounds and letters
- the opportunities for children to do simple calculations in every day play situations
- the opportunities for children to develop their knowledge and use of ICT in their every day play.

What has improved since the last inspection?

Key issues were:

provide more planned activities for the children to sort, match, order, compare and to sequence using toys and every day objects;

continue to develop the planning format ensuring that daily plans clearly specify the priority that will given to mathematics within the daily programme.

The pre-school have made generally good progress since the last inspection and planned activities are now used to support mathematical development, however some improvemetns are still needed in planning opportunities for children to do simple calculations in their every day play.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are well settled in the pre-school, they are confident on arrival and have good relationships with staff. Staff support children well during the activities they are enthusiastic, interested and give them praise for their achievements. Children's behaviour is generally good and they are beginning to understand right from wrong. Children are learning to share and take turns with support from staff. They are able to select some resources independently from the low shelving.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are developing good communication skills and can effectively communicate with adults and their peers. They are learning to handle books appropriately and with care and books are used effectively to promote discussion and develop language, for example the dinosaur and transport books. Children have some opportunities to make marks and are able to practice manipulative skills. However there are limited opportunities for children to develop their skills in linking sounds and letters.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children have opportunities to count and become familiar with numbers during play. However children are not provided with sufficient opportunities to do simple calculations in every day play situations. Children are beginning to talk about size, for example, the dough activity. Children are beginning to use positional language during activities, such as, in, out and on with the sand. They are also beginning to think about size, for example, cutter size needed for rolled out dough.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have opportunities to explore and investigate with activities, for example dough, sand, construction. Children show a sense of time and place, for example, remembering previously looking at dinosaurs. Children talk about their home and families. Children have some opportunities to use information and communication technology, for example the computer, however this is not used in their every day play situations. Children have opportunities to design and make with a variety of materials.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children are confident to use the ride on equipment in the outside play area, for example, bikes with stabilisers, space hoppers and cars. They move confidently, are able to negotiate obstacles and avoid running into each other. They are encouraged to play with each other and take turns on equipment. Children have opportunities to use smaller tools and equipment, for example, scissors and computer, developing their fine motor skills. They are learning about health and bodily awareness.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children are given good opportunities to learn colours and have a variety of creative activities. They explore some different textures such as dough and sand activities. Children sing songs and plans show they have opportunities to move to music. Children are using their imagination in play situations and are supported and encouraged by adults, for example, the dinosaur park was created spontaneously. Children are able to describe their experiences and use good vocabulary.

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

- develop planning to include all early learning goals under each area of learning and develop use of assessments to inform future planning and help children move on to the next stage of learning
- provide opportunities for parents to contribute to and be involved in their children's learning
- provide opportunities for children to learn about simple calculations through practical and meaningful activities
- provide sufficient opportunities for children to develop their knowledge and use of ICT
- provide opportunities for children to develop their skills in linking sounds and letters.

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.