



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 309436

DfES Number: 519562

INSPECTION DETAILS

Inspection Date	15/03/2004
Inspector Name	Ann, Theresa Flynn

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Queensway Pre-School
Setting Address	Methodist Church Queensway Poulton le Fylde Lancashire FY6 7ST

REGISTERED PROVIDER DETAILS

Name	Poulton Playgroup and Toddler Association 1021675
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ORGANISATION DETAILS

Name	Poulton Playgroup and Toddler Association
Address	Methodist Church Queensway Poulton-le-Fylde Lancashire FY6 7ST

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

Queensway Pre School is a member of the Poulton Pre School and Toddler Association.

The group operates from the church hall attached to the Methodist church , which is located in central Poulton. Times of the sessions are 9.15 to 11.45 Monday, Tuesday, Thursday and Friday and 12.45 to 3.15 on Monday and Tuesday afternoons, Monday afternoon being the pre-school session.

Queensway Pre School is run by a committee of parents and carers and is financed by fees, fundraising events and funded children, presently there are 26 funded 3 and 4 year old children in attendance. Presently no children with special educational needs of children who speak English as an additional language attend, however systems are in place to offer support to these children.

The pre school utilise three main rooms within the church hall complex and occasionally use the remaining hall for free play activities

Children may access a small secure rear garden .

The group is registered to provide care for 25 children aged 2 to 5 years on a sessional basis.

The majority of staff members are suitably qualified in early years. The staff group are well established and attend all relevant courses offered.

The Pre-school is a member of the Pre School Learning Alliance and receives support from the EYDCP.

How good is the Day Care?

The quality and standard of day care at Queensway pre-school is satisfactory.

The staff team work well together and understand fully their roles and responsibilities

within the setting, although staff deployment especially during news time and snack time are to be reviewed. Planning needs to be reviewed in the area of evaluation and differentiation of activities and children's assessments are to be revised to include the next steps in children's learning and parents comments about children's learning at home. The Supervisor and the whole staff team are committed to improving the quality of the service they offer.

The majority of the documentation is satisfactorily maintained however some areas of the documents maintained are to be reviewed which include the staff induction pack, confidentiality relating to accident and medication records, complaints procedure against staff and photographic evidence. The setting is a small facility and therefore this helps in offering a homely atmosphere to the children who attend. Staff have a good working knowledge of health and safety issues although an action has been raised in relation to children's safety, formal recording of risk assessments are maintained.

Presently there are no children attending who have special educational needs or who speak English as an additional language but systems are in place to ensure such children are supported by staff. Children are well adjusted socially, applying well-established routines to order their behaviour. Staff are good role models, who offer praise and encouragement to children to promote positive behaviour. Activities are wide ranging offering children choice and children were observed to be interested, motivated and involved with the activities on offer. The facility enjoys positive relationships with parents who are well informed about the provision and about the progress their children are making.

What has improved since the last inspection?

Following the last inspection there were three actions agreed which were;

ensure children can play safely outdoors,

ensure fresh drinking water is available at all times,

ensure there is a written statement based on ACPC procedures with regard to Child Protection issues.

All three actions have received attention,

The outdoor area is now fully enclosed,

fresh drinking water is always available to children and there is a written statement in place based on ACPC procedures concerning Child Protection, although the statement concerning allegations against staff is to be reviewed and updated.

Due to these actions receiving attention the care and education of children has been enhanced.

What is being done well?

- Staff are interested in what children do and say, staff ask questions to make children think and also offer children praise and encouragement to partake in a wide and varied range of activities.
- The premises are clean, well maintained, of an appropriate temperature and are welcoming to children. The environment is bright and colourful with children's work and displays adorning the walls of the setting.
- Partnership with parents, they are well informed about the provision and about the progress their children are making, they are involved with their child's learning and supported by the playgroup staff.
- Children are well behaved and respond well to staff's high expectations of them. There are appropriate strategies in place and adopted by all staff for managing children's behaviour in a consistent manner.

What needs to be improved?

- safety in relation to the procedure for using the electric kettle
- staff deployment during both group time and snack time
- documentation relating to staff induction pack, confidentiality concerning accident and medication records, staff complaints procedure which requires specific detail and photographic evidence which should be dated.

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
6	Staff to review the procedure for use of the electric kettle.	29/03/2004

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

Std	Recommendation
2	review staff deployment to ensure staff effectiveness especially during story/ news time and during snack time.
14	Review documentation in relation to a formal staff induction pack, confidentiality concerning accident and medication records, the complaints procedure against staff and dating photographic evidence.

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

How effective is the nursery education?

Children at Queensway pre-school are making generally good progress in five of the six areas of learning and very good progress in the area of creative development.

Teaching helps children make generally good progress towards the early learning goals although staff need to effectively evaluate the activities to optimise the impact on children's learning. Staff's knowledge of the foundation stage enables them to plan a varied range of activities. However the staff need to plan further to help to extend the learning of the older more able and younger less able children. Presently there are no children attending who have special educational needs or English as an additional language however support systems are in place to ensure these children receive the required amount of staff support in order to meet their individual needs.

Children are well adjusted socially, applying well- established routines to order their behaviour. Staff promote positive behaviour by offering children praise and encouragement which help's to develop their self-esteem and confidence. The Supervisor and Deputy Supervisor oversees the operation of the setting and all the staff are involved in the planning and delivering of the curriculum, planning is to be reviewed ensuring evaluations are effective and that outdoor play is regularly included within the curriculum.

Partnership with parents is generally good, parents are well informed about their child's progress and are involved within their child's learning, the assessment procedure needs to be reviewed to ensure the next steps in the children's learning is included and that parents comments about children's learning at home are also included.

What is being done well?

- Children are interested, excited and motivated to learn, are well adjusted, applying well-established routines to order their behaviour.
- Children interact, talk and negotiate developing relationships with others and staff are active in developing and extending children's vocabulary.
- Children are beginning to use language to compare numbers and are beginning to relate addition to adding and subtraction to taking away.
- The staff team work well together offering each other support and all are involved in the developing and delivering of the curriculum.
- Partnership with parents who are well informed about the provision and about their children's progress they are also involved with their child's learning.

What needs to be improved?

- planning - to include outdoor play on a regular basis within the curriculum which should have specific learning objectives, evaluations should be evaluative rather than descriptive and linked to the learning objectives, differentiation activities for the more and less able children should also be included within planning
- children's assessments - ensuring the next steps in children's learning are formally recorded and that parental comments about children's learning at home are included within the children's assessments.

What has improved since the last inspection?

Following the last inspection there were four key issues which required attention;

To give more emphasis in the programme for language and literacy especially providing opportunities for children to explore writing,

To revise the programme for mathematics ensuring that children are provided with a range of opportunities to use numbers,

To provide further opportunities for children to make appropriate use of technology,

To continue to extend multi-cultural resources.

All the key issues have received attention therefore children's education has been enhanced.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are interested and motivated to learn, are confident to try new activities and are beginning to work as a group. Children are beginning to form good relationships with staff and with their peers. Children are well behaved and staff encourage and promote positive behaviour by way of appropriate praise and encouragement thereby helping to develop children's self esteem. Children's learning could have been further developed by improved staff deployment.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children have opportunities to interact and talk, negotiate with others and extend their vocabulary. Staff interacted well with children and used language to make children think. Children are provided with opportunities to attempt writing in a wide and varied way. Staff developed children's learning by linking sounds to letters and by naming and sounding letters of the alphabet. Story time could have been delivered more effectively by improving staff input.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Staff used language to compare numbers, opportunities are provided for children to calculate, compare number and children are beginning to understand the concepts of addition and subtraction. Staff encouraged children to use number in familiar contexts especially during singing time when number rhymes were sung. Staff missed opportunities to extend children's learning because of poor staff deployment during group time when number rhymes are used.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children are beginning to understand events that happen and are beginning to develop a sense of time and place. Children are beginning to know about their own cultures and beliefs and those of other people. Children are provided with opportunities to build and construct using a range of materials to design and build objects. Staff missed opportunities during the session using a tape recorder to involve children in the use of technology although other uses of programmable toys and I.T. was used

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children move confidently and with control and are beginning to show awareness of space. Children are beginning to use tools and equipment with increasing control and are provided with opportunities to use a range of small and large equipment. Outdoor play is included within the curriculum but needs to be provided on a more regular basis and should include specific learning objectives.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children have the opportunity to explore colour and shape in two and three dimensions. Children are beginning to sing simple songs from memory and have use of musical instruments. Children are provided with many opportunities to use their imagination through art, design and during role play, free choice of activities for children saw many occasions when children were benefiting from a variety of imaginative play scenarios.	
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

- improve planning to ensure that regular outdoor play is included with specific learning objectives, evaluate activities effectively to improve the development of children's learning and ensure that planning includes differentiation activities for the more able and less able children
- develop children's assessments/ profiles to formally record the next step's in children's learning and include within the assessments parental comments about children's learning at home

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.