



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 401544

DfES Number: 583228

INSPECTION DETAILS

Inspection Date 17/05/2004
Inspector Name Janette Elaina Langford

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Aveley Playgroup (Demountable Building)
Setting Address Stifford Road
Aveley
South Ockendon
Essex
RM15 4AA

REGISTERED PROVIDER DETAILS

Name Mrs Linda May Mills

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

Aveley Pre-school opened in 1997. The pre-school operates from a demountable classroom within the grounds of Aveley Primary School and serves the local area.

There are currently sixty children on roll. This includes 22 funded three year olds and 14 funded four year olds. Children attend a variety of sessions. The pre-school supports a small number of children who have special needs.

The pre-school opens five days a week during school term times. Sessions are from 09:00 until 12:00 and from 13:00 to 15:00.

Eight part time staff work with the children. Over half the staff have Early Years qualifications to NVQ level 2 or 3. Four members of staff are currently working towards a recognised early years qualification. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP)

How good is the Day Care?

Aveley Pre-school provides satisfactory care for children. Staff are committed to updating their training, are well organised and work hard. There is an operational plan, but this does not contain all the necessary information to reflect practice. The premises are welcoming, brightly decorated with children's work and well resourced. Documents, policies and procedures are available, however some do not contain all the necessary information to be consistent with the National Standards.

Staff are vigilant and there are good procedures for children's arrival and departure. There is a risk assessment in place, however it does not currently identify all hazards to children, such as access to hot drinks in the kitchen, safety mats and security. Staff are aware of health issues and act in children's best interests if they are ill. Staff provide healthy and nutritional snacks for children at most sessions. Some staff have had child protection training and there is a basic child protection policy, but this does not contain all the details needed.

The activities provided for children offer good support for their language, mathematical thinking, imagination and creativity. Staff allow children to make decisions, explore and investigate, and relate to others. A good range of resources to promote equal opportunities is provided and used effectively to help children to understand our similarities and differences. Staff are aware that some children have special needs and there are systems in place to support them. Children are very well behaved and prompt each other about the simple rules, such as taking turns.

Staff have good relationships with parents and give them appropriate information about the setting. There is a complaints procedure but this does not detail the name and address of Ofsted. A notice board is used to display information about the activities and topics. Parents are welcome to stay and settle their child in for as long as necessary.

What has improved since the last inspection?

At the last inspection the setting was asked to provide an action plan detailing how the supervisors and person in charge would achieve a level 3 qualification. The person in charge and supervisors are now upgrading their training.

The provider was asked to ensure that staff working with children are vetted, and that all members of staff have been vetted.

Staff were asked to conduct a risk assessment on the premises identifying actions to be taken to minimise identified risks. This has been done informally but is not effective, and is included as a recommendation at this inspection.

Staff were asked to ensure that the child protection statement includes the procedure to be followed in the event of an allegation being made against a member of staff. The procedure in use does not detail this and therefore has been included as a recommendation at this inspection.

What is being done well?

- Staff have high expectations of how children should behave and children behave well in response to this. Children remind each other that there should only be four children at particular activities, they are polite to one another and sit and listen well in a large group.
- Staff welcome parents into the group and they are welcome to stay with their child. They encourage parents to take an active interest in what their children are doing through conversations with staff and written information.

What needs to be improved?

- the procedures to identify risks to children on the premises
- the operational plan.

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 should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
2	Develop the operational plan so that it contains all the necessary information as set out in the National Standards (including procedures to follow if an allegation is made against a member of staff, and details of how to contact Ofsted in the complaints policy).
6	Conduct a risk assessment on the premises identifying actions to be taken to minimize identified risks (this relates to passing through the kitchen where there are hot drinks, having outside doors wide open (with safety gates) and lack of safety mats around the climbing frame).

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 Aveley Pre-school is good. It enables children to make very good progress towards the early learning goals in their personal, social and emotional development and creative development and generally good progress in all other areas of learning.

Teaching is generally good. Staff understand how children learn and interact well with them. They question children appropriately and listen to their answers. Staff recognize opportunities to extend learning and encourage lots of free choice and free play. Planning is effective and covers the six areas of learning. Learning objectives are linked to the stepping stones and the focused activities evaluated. Assessments include dated observations and are used to identify the next steps in the childrens' learning programmes.

Leadership and management is generally good. The supervisor and deputy work closely together and they oversee paperwork and encourage training. There are regular staff meetings and information is given both verbally and in writing. The deputy liaises with the EYDCP and school, has responsibility for planning, and ensures all staff contribute their ideas. The supervisor and deputy are committed to improving the care and education in the setting.

Partnership with parents is generally good. Parents are provided with information through letters, posters displayed and regular coffee mornings. They are sent questionnaires on occasions and are able to see their child's records and observations at open evenings. Parents feel able to share information and are encouraged to be involved with their child's learning by taking books home to share together.

What is being done well?

- Children freely use the musical instruments, which are displayed on a table. They use them in different ways during the session, for example sometimes twirling and dancing around the room whilst playing the tambourine, or beating a rhythm in time with someone who is singing.
- Children are learning about water, where it comes from and what it is used for. This is in conjunction with a fundraising project for 'Water Aid', by growing sunflowers. The children have learnt about countries where water is scarce and talked about how it feels to be thirsty and not be able to have a drink.
- Mark making materials are included in free play activities. Children enjoy making lists and writing letters, making telephone notes and writing out food orders in imaginary play.

What needs to be improved?

- the frequency of activities that help children understand simple calculation, and linking sounds and letters
- the planning to help children to learn about information and communication technology.

What has improved since the last inspection?

The setting has made generally good improvement since the last inspection.

There are now long term plans for the year and daily plans show objective in all six areas of learning and how children are grouped. Staff use information on dated assessment records help with the plans, which are regularly reviewed. The records are shared with parents and information about the curriculum is displayed.

Regular staff meetings now take place and training needs have been identified and is ongoing. Staff knowledge and understanding of the Foundation Stage has shown some improvement and staff are given copies of the weekly plans.

Children with special needs have individual play plans and are included in the activities. The area SENCO visits and liaises regularly with the staff.

Children now have free access to musical instruments and music and movement sessions take place. Children have regular use of the outside play space.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children have a positive approach to new experiences. They select their own resources and can show high levels of involvement in activities. They talk freely about their homes and are beginning to make attachments to particular members of the group. Behaviour is very good and children are aware of some of the reasons for simple rules. They are encouraged to tidy up and take on some real and appropriate tasks. Children are beginning to appreciate that some people live very different lives.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident talking to staff and one another and have many opportunities to talk about their families. They enjoy small group stories and sometimes have activities linked to books. Some children talk their activities through, reflecting and modifying what they are doing. There are frequent opportunities for children to practise their mark making skills during free play - making lists and writing letters. However there are missed opportunities for children to link sounds and letters.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children use mathematical language in their play and willingly attempt to count. Some children can count up to ten and recognise numerals of personal significance. Children have many opportunities to learn about shapes. They arrange them, match them and use shapes appropriate for the task. Children observe and use positional and size language and have activities to increase their awareness of capacity. There are limited opportunities for children to learn about calculation.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children talk about the weather and have opportunities to grow things. They have sorting activities using natural materials. There are planned and spontaneous activities for children to design and make things with a wide range of resources and materials. Children are learning some aspects of how others live and are able to take part in some activities relating to festivals. There are few planned activities to encourage children to show and interest in information and communication technology.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children enjoy activities to develop their larger physical skills. They have daily access to a climbing frame and slide and regularly use the school grounds for circle games and ball games. Children are given the chance to manage intended movements through action songs and rhymes. They are learning some healthy practices such as caring for their teeth and recognise some of their own health needs. There are activities provided each session to increase children's skills in hand eye co-ordination.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children are developing their creative skills. Sand, water and play dough are provided regularly as well as art and craft activities. Children confidently choose media/materials and colours to express their ideas and some of their work is displayed. Musical instruments are available as a free play activity and children use them in different aspects of their play. The role play area is open and well resourced giving children many ideas help them act out real and imagined experiences.

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

- plan more frequent activities that help children with calculation, and in linking sounds and letters
- provide activities to help children to learn about information and communication technology.

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.