



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 226396

DfES Number: 518536

INSPECTION DETAILS

Inspection Date	17/06/2004
Inspector Name	Ann Austen

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Farndon Fields Community Project Pre-School
Setting Address	Argyle Park Market Harborough Leicestershire LE16 9JH

REGISTERED PROVIDER DETAILS

Name	Farndon Fields Community Project Playgroup 1055400
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ORGANISATION DETAILS

Name	Farndon Fields Community Project Playgroup
Address	Argyle Park Market Harborough Leicestershire LE16 9JH

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

Farndon Fields Community Project Pre School opened in 1984. The group is registered to provide care for 24 children from 2 years to under 5 years. It operates from a mobile classroom within the grounds of Farndon Fields Primary School. The pre school serves the local community. There are currently 51 children from 2 to 4 years on the register. This includes 18 funded three year olds and 12 funded four year olds. Children attend a variety of sessions. Staff are able to support children with special needs and children who speak English as an additional language.

The group opens five days a week during the school term only. Sessions are from 09:00 until 11.45 and from 13:00 until 15:30 on a Tuesday and Friday afternoon and from 13:45 until 15:15 on a Wednesday afternoon. Two full time and three part time staff work with the children. Three have early years qualifications and one member of staff is currently on a training programme. The setting receives support from Early Years Development and Childcare Partnership.

How good is the Day Care?

Farndon Fields Community Project Pre School offers good quality care for children. The setting offers a warm and welcoming childcare experience. Space and resources are organised to allow children to play freely promoting their development. Adult:child ratios are consistently high enabling staff to support children in their learning. Furniture, equipment and resources meet the needs of the children and help to create an accessible and stimulating environment. Most records, policies and procedures are in place to support the safety, care and well being of the children.

Staff promote safety and are aware of potential hazards, they conduct regular risk assessments to minimise hazards. Good systems are in place to monitor access to the provision, staff closely supervise the arrival and departure of the children to ensure their safety. The premises and equipment are clean. Staff promote the health of children and take positive steps to prevent the spread of infection. They raise the children's awareness of good hygiene practices through daily routines.

Staff provide children with a balanced range of activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities. Relationships throughout the group are positive. Staff encourage children to try new activities in a safe and supportive environment, they give reassurance, encouragement and appropriate praise. This develops children's confidence and self esteem. Behaviour is generally good. Staff set fair and consistent boundaries they help the children learn right from wrong and encourage the children to respect and cooperate with others.

The staff develop positive relationships with the parents. They receive useful information about the setting and are able to read the policies and procedures. Information is exchanged to ensure that parental views are respected and the individual needs of the children are met.

Parents report positively about the setting

What has improved since the last inspection?

At the last inspection 8 actions were raised. The pre school agreed to improve the safety, health and well being of children by ensuring that there was a nominated contact for the group and that committee members submitted to Ofsted's vetting procedure, show how there would be a suitably qualified deputy, make fresh drinking water available, develop their policies to include a policy for children who are sick and a procedure for child protection, ensure that medication records included parents signatures, and conduct a risk assessment of the outside area. All of these actions have now been satisfactorily addressed.

What is being done well?

- The premises are made warm and welcoming to children and their parents by a range of displays, colourful posters and displays of the children's work. Good use is made of the space, enabling children to develop their play and learning. High adult: child ratios ensures that children are well cared for and supported during the pre school session.
- Ongoing risk assessment helps to ensure that a safe environment is maintained and that potential risks are minimised. Effective systems for managing access to the facility are in place. This ensures the safety of the children and the staff.
- Staff build positive relationships with the children supporting their individual needs. They give reassurance, encouragement and appropriate praise. This has a positive effect on children's confidence and self esteem.
- Staff are aware that some children may have special needs. They work together with the parents and other relevant parties to organise the environment and plan activities to ensure that children take part at a level appropriate to their need.

What needs to be improved?

- documentation, by ensuring that written permission is requested from parents for seeking emergency medical advice or treatment
- the complaints procedures, to include the address of the regulator.

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	Request written permission from parents for seeking emergency medical advice or treatment.
12	Ensure that the complaints procedure includes the address of the regulator.

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

How effective is the nursery education?

Farndon Fields Community Project Pre School provides generally good nursery education. The children are making very good progress towards the early learning goal in the area of personal, social and emotional development.

The quality of teaching is generally good. Staff have developed their knowledge of the foundation stage. The planning system effectively covers all areas of learning however staff do not always identify how an activity can be adapted to take account of different ages and abilities. This sometimes results in insufficient challenge for older, more able children, especially in the areas of mathematics and physical development and some inconsistencies in teaching methods. Staff assess children's learning against the stepping stones and early learning goals. Staff are warm, friendly and caring. They treat children with respect and their individual needs and decisions are valued. Staff reinforce clear boundaries and help the children understand what is expected of them in terms of acceptable behaviour. They skilfully develop children's language, by maintaining a dialogue with them and asking questions which encourage them to think and talk about what they are doing. Staff have the knowledge and experience to support children with special needs and children who speak English as a second language. Effective use is made of the accommodation and resources to support children's learning.

Leadership and management is generally good. There are clear and appropriate aims for children's care and education. Staff are clear of their roles and responsibilities they work well together as a team and attend regular training. However there is not an effective evaluation system in place to monitor the setting.

The partnership with parents is generally good. Parents receive information about the setting and are able to read the policies and procedures. However, parents are not provided with sufficient information about the curriculum.

What is being done well?

- Staff have very good relationships with the children, who are friendly and happy. They treat children with respect and their individual needs and decisions are valued. Clear behavioural management strategies are in place. Staff praise and encourage the children developing their confidence and self esteem. This provides children with a secure basis for taking part in new experiences and helps promote a view of themselves as successful learners.
- Children are developing their speaking and listening skills. They are confident to initiate and take turns in a conversation, share their news and describe what they are doing. The environment reflects the importance of language through labels, books and equipment. Children listen to stories and respond with enjoyment to rhymes and songs. They have opportunities to develop their early reading and writing skills, children handle books confidentially and

attempt writing for a variety of purposes.

- Children engage in a wide range of activities which develop their hand to eye co ordination. They are developing their skills in the use of mark making, construction and small world activities. They explore malleable materials as they work with the dough and manipulate to achieve a planned effect.
- Staff support children with special educational needs. They respect children's individual needs and help them work towards their learning targets.

What needs to be improved?

- challenge for older, more able children especially in the areas of mathematical and physical development
- further opportunities for children to use their imaginations in different role play scenarios
- the plans, to identify how activities can be adapted to take account of children's different attainment levels and the consistency of teaching methods
- the regular use of evaluations to improve all aspects of the provision.

What has improved since the last inspection?

Generally good progress has been made in implementing the action plan draw up to address the action raised at the last inspection. The professional development of the staff is managed by the group leader. All staff regularly attend training to increase their knowledge and develop their skills. This enhances the quality of care and education provided to the children.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children take part in activities with interest developing a positive view of themselves as successful learners. They work effectively in a group and individually establishing good relationships. Four year olds concentrate, persevering at activities for a sustained length of time. Behaviour is generally good, children are learning to sit quietly, share, take turns and understand simple rules. They are developing their self care skills and show an interest in their community and other cultures.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children are developing their speaking and listening skills. They share their news, and use increasing vocabulary to describe what they are doing. Older children are beginning to link letter sounds. Children listen to stories with increasing attention and recall and they sing with enthusiasm. They are beginning to understand that written words convey messages, reading familiar words around the room. Children are developing their early writing skills, older children write their name.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children have many worthwhile opportunities to develop their counting skills and use number names accurately. Older children are beginning to solve problems and develop their calculation skills however this is not always sufficiently reinforced through either planned or spontaneous activities. Children are beginning to understand the properties of different shapes as they work with construction resources and puzzles. They use language to describe and compare shape, position, size and quantity.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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The children show an interest in the world around them, they go on local walks, they observe and note changes in the weather and show curiosity as they watch the caterpillars grow and develop. Children explore and investigate a range of objects and materials, they make junk models, build using construction resources and operate various items of simple equipment. Children talk about events in their lives and are developing an understanding of other people, their different roles and cultures.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children move with increasing control and coordination participating in a range of activities to develop skills such as balancing and climbing. However there is not always sufficient challenge for older, more able children to develop their skills further. Children have a growing awareness of the space around them and the close proximity of others. They move to music exploring a variety of ways to move their bodies. Children use a variety of equipment, tools and materials with growing confidence.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children take part in activities exploring different media and materials. They make collages using feathers, shells and glitter. Children differentiate colours and observe what happens when they mix different colours together. They sing songs with enthusiasm and play musical instruments to explore how sound can be changed. Children use their imagination as they play with resources however they have insufficient opportunities to extend their imaginations further in different role 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

- continue to develop more challenging opportunities for older, more able children to extend their learning in the areas of mathematics and physical development
- continue to develop the plans, to identify how activities can be adapted to take account of children's different attainment levels and to continue to develop the consistency of teaching methods
- continue to develop the use of evaluations to improve all aspects of the provision.

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.