



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 141778

DfES Number: 520496

INSPECTION DETAILS

Inspection Date 30/03/2004
Inspector Name Patricia Joan Latham

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Great Holm Pre-School
Setting Address 87 Kensington Drive
Great Holm
Milton Keynes
Buckinghamshire
MK8 9AY

REGISTERED PROVIDER DETAILS

Name The Committee of Great Holm Pre-School 1032695

ORGANISATION DETAILS

Name Great Holm Pre-School
Address 87 Kensington Drive
Great Holm
Milton Keynes
Buckinghamshire
MK8 9AY

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

Great Holm Pre-school has been registered since 1989. It is managed by a voluntary parents committee and runs in the local community hall in Great Holm, Milton Keynes. The group serves the surrounding area. It is open Monday, Wednesday and Friday from 09:15 until 11:45 and 12:15 until 14:45 and on Tuesday and Thursday from 09:15 until 11:45.

There are currently 68 children on roll. This includes 26 funded three-year-olds and 17 funded four-year-olds. There are presently no children attending who have special educational needs but the group is able to support such children. There are children attending who speak English as an additional language.

The committee employ nine full and part time staff and receive support from both the Milton Keynes Pre-School Learning Alliance and the Early Years Development and Childcare Partnership.

How good is the Day Care?

Great Holm Pre-school provides good quality care for children. Staff have relevant training and the provision is well organised. It offers a welcoming environment and good use is made of space. Resources are suitable for all abilities and interests and are easily accessible to children.

Staff encourage children to develop good personal hygiene and there are clear procedures to keep children free from infection. Children are closely supervised at all times and all areas of the provision are maintained securely to keep children safe. Healthy snacks are provided and all dietary requirements are catered for. Staff have a good understanding of child protection issues and there is a clear policy for referring welfare concerns, but no clear procedure for recording all incidents regarding children.

Children are able to take part in a varied range of activities which covers all areas of learning. Staff ensure all children are included and meet any individual learning

needs, giving extra support as required. Children's behaviour is managed well and staff give clear direction and explanations to enable children to develop good codes of conduct.

Parents are kept fully informed concerning their children's progress and are encouraged to be involved with their learning. They are able to discuss issues confidentially with staff which maintains continuity of care for children. All documentation regarding children is maintained correctly and kept securely. The group has clear policies and procedures for most situations.

What has improved since the last inspection?

At last inspection the provider agreed to produce an action plan to indicate how the requirements for staff training and qualifications would be met. This has been completed and staff have undertaken relevant courses to increase and update their knowledge.

What is being done well?

- Activities are resourced well to support children's learning. The 'Bakers Shop' has play buns, bread and cakes with a price list displayed and play money for customers to use and bags to put purchases in.
- Staff maintain children's safety at all times. All areas are kept secure and children are encouraged to develop safe practice. There are clear procedures for outings or when children use the outside play area.
- Parents are kept very well informed about the provision and are able to speak with staff regarding their child's progress. They receive regular newsletters which detail forthcoming activities so that they can take an active interest in children's learning.
- Space within the provision is used well and activities are presented attractively. The small room is used to offer children opportunities for quiet play or larger group activities.

What needs to be improved?

- procedure for staff to follow for uncollected children
- procedure for the recording of all incidents regarding children and sharing this with 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
14	Establish a written procedure for staff to follow for uncollected children.
14	Establish a procedure for recording incidents involving children and sharing this with parents.

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 Great Holm Pre-School is acceptable and of good quality. Children are making generally good progress towards the early learning goals. They make very good progress in personal, social and emotional development, knowledge and understanding of the world, mathematical and physical development, and generally good progress in all other areas.

Quality of teaching is generally good. Staff show a good knowledge of the early learning goals. They plan the daily curriculum to cover all areas of learning with practical activities linked into interesting topics, although there are few activities for more able children to practise correct letter formation. Staff question children effectively to extend their learning but do not encourage children enough to freely express their imagination in creative design. Staff know children's stage of development and use free play activities well to extend children's learning although intended learning aims indicated for differing abilities are vague. There is a good balance of free and structured play offered and good use made of resources. Staff manage children's behaviour well. They make regular observations regarding children's progress, but these are not recorded in a way to easily identify individual needs.

Leadership and management is generally good and staff work well as a team designating clear responsibilities. They hold regular planning meetings and set clear learning objectives. They update their knowledge and assess activities to ensure learning intentions met. The

management of activities and the overall provision is not evaluated to ensure children are given opportunities to develop skills in all areas especially literacy and creative development.

Partnership with parents is very good. They are kept well informed regarding children's progress and are encouraged to support their learning. They have access to information at all times and can discuss individual issues with staff.

What is being done well?

- Activities are resourced well to maximise learning opportunities. The 'Bakers' had relevant play food, a written list of items for sale, with prices, and money in the till for children to use. There are hats and aprons for 'assistants' and bags for 'customers'.
- Staff give clear direction to children and maintain set routines to enable children to develop good codes of conduct. Children behave well together and are learning respect for each other.
- Physical activities are well planned to enable children to develop control of

their bodies. Children learn to throw, aim and hop whilst playing hopscotch and do physical exercise and musical movement to develop co-ordination.

- Staff encourage children to extend their vocabulary and use language to communicate. Snack time is used as an opportunity for children to talk and exchange news and ideas.

What needs to be improved?

- opportunities for children to learn and practise correct formation of letters
- opportunities for children to freely express their imagination through art and creative design
- recordings of children's observations to enable staff to easily identify progress through the stepping stones and highlight individual needs.

What has improved since the last inspection?

Very good progress has been made on both key issues raised. Staff agreed to undertake relevant training for special educational needs and some have done so enabling them to improve the support offered to children. Children's progress is now discussed regularly at staff meetings and information shared with parents on a regular basis.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are motivated to learn and eager to join in activities. They are gaining personal independence and self confidence, for example serving themselves at snack time and choosing their own activities. Children concentrate both independently and when working in a group. They behave well and form good relationships having a growing respect for their own views and those of others.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children use language to communicate and express ideas. They are extending their vocabulary and practise the recognition and sound of letters, but more able children have limited opportunity to practise the correct formation of letters. Children are able to recognise their own name and enjoy listening to stories. They attempt to write their own name and enjoy practising writing in role play, making shopping lists for the 'bakers'.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are gaining confidence with counting and recognising numbers. They practise number work, are beginning to calculate with numbers and solve problems. They count the number of their teeth, how many buns will fit in their bag and how much their purchases cost. They are extending their mathematical language and are learning about shape, measurement and pattern.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children examine and investigate things around them using a range of technological equipment to support their learning. They weigh heavy and light things and use magnifiers to examine caterpillars and pattern on snail's shells. They extend their knowledge of the world through interesting topics, such as meeting with a Health Visitor when learning about themselves and growing plants. They reconstruct and build using differing materials and learn about other cultures as well as their own.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are developing good control of their bodies and an awareness of things around them. They take part in planned activities to develop skills and use a range of small and large equipment and tools with increasing skill and control. They learn about their bodies and how they can keep healthy, discussing the skeleton and what healthy foods to eat.

CREATIVE DEVELOPMENT

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

Children are able to explore and work with a range of materials and mediums including playdough and cooked spaghetti. They are able to play, recreate and listen to music and songs and take part in dance and musical movement. Children enjoy using their imagination in role play, song and dance, although do not have regular opportunities to always freely express their own ideas and imagination. They use and develop their senses, smelling and tasting differing foods.

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

- Extend the assessment and evaluation of the educational provision to ensure children are given opportunities to develop skills in all areas especially literacy and creative development.
- Ensure that observational recordings are linked to the Foundation Stage stepping stones, and clearly indicate progress, to enable individual learning needs to be identified.

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.