



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 147535

DfES Number: 516462

INSPECTION DETAILS

Inspection Date 03/02/2005
Inspector Name Kay Williams

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Foulds Pre-School Playgroup
Setting Address Foulds School
Byng Road
Barnet
Herts
EN5 4NR

REGISTERED PROVIDER DETAILS

Name Mrs Denise Patrick

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

Foulds Pre School Playgroup is a privately run provision. It opened in 1985. It operates from a self contained building located within the grounds of Foulds School in Barnet. The local area is predominantly residential. A maximum of 28 children attend at any one time. The group is open each week day during term time only. Sessions are from 09:00 until 12:00. Afternoon sessions operate Monday and Wednesday from 12:45 until 15:15.

There are currently 45 children aged 2-5 years on roll, of these 19 receive funding for nursery education. Children come from the local and wider catchment areas. The setting currently supports children with special educational needs and those learning English as an additional language.

There are five staff, including the manager who work with the children, two of whom hold appropriate early years qualifications.

How good is the Day Care?

Foulds Pre-School Playgroup provides good quality day care for children.

The setting is well managed and the motivated staff team provide a warm and welcoming environment for the children. The premise is set out with children in mind and the range of equipment offered is both age appropriate, safe and well maintained. Documentation and record keeping is of good quality overall, although the children's attendance records lacks sufficient detail. The setting does not provide Ofsted with sufficient information relating to staff changes.

Areas for promoting children's health are good, they enjoy a balanced healthy mid morning snack and their personal health needs are appropriately met. However none of the staff hold a current first aid qualification. Children are positively recognised as individuals and cultural diversity is positively valued, children with special educational needs are particularly well supported.

Children are very well behaved. Staff provide positive role models and the well written behaviour management policy is consistently implemented by all adults. Relationships between the staff and children are a strong feature of the setting and as a result the children are confident learners. Children are grouped very effectively and there are good periods of uninterrupted free play during which time children are supported in developing their learning effectively. Adults plan a wide range of stimulating and interesting activities both in and outdoors.

Parents express high level of satisfaction with the standard of care and education offered at the pre-school. Written reports and home/pre-school diaries keep them up to date with their children's progress and they are actively encouraged to help out in the group whenever they can.

What has improved since the last inspection?

At the last inspection the setting agreed to obtain written permission from parents for their children to receive emergency medical treatment and for administering medication. Effective systems are now in place for recording parental consent for both.

What is being done well?

- Staff create a good sense of fun within the setting and offer children lots of praise and recognition for their efforts and achievements. This effectively promotes their very good behaviour.
- The staff team work well together, they are committed, enthusiastic and clearly enjoy their role. They have good links with the local authority and regularly attend meetings and training sessions in order to develop and improve their practice.
- The wide range of well planned activities and the child centred environment positively promotes children's independence. They are confident learners who clearly enjoy their time at the nursery. They are developing well in all areas of the curriculum.
- A comprehensive range of policies and procedures underpins consistent good practice.

What needs to be improved?

- notifying Ofsted of all staff changes
- the accuracy of information recording staff and children's attendance
- staff first aid qualifications.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last

inspection or 1st April 2004 whichever is later.)

There are no complaints to report.

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
1	Inform Ofsted of any changes of staff within 14 days.
2	Maintain accurate registers of attendance that record both staff and children's arrival and departure times.
7	Ensure that that at least one member of staff holds a current first aid qualification.

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

How effective is the nursery education?

Foulds Pre-School provides generally good quality nursery education, with many very good aspects. Children are making very good progress towards the early learning goals in: personal, social and emotional development, Language, literacy and communication, mathematics, creative and physical development. Knowledge and understanding of the world is generally good with several very good aspects, however there are too few opportunities for children to develop their ICT skill.

The quality of teaching is generally good. Staff encourage children's independence very effectively. They are calm and gently spoken with the children who as a direct result are happy, confident and extremely well behaved. Staff knowledge of the foundation stage curriculum enables them to plan an interesting and appropriate range of activities, which effective links with assessments of children development and serves to extend children's individual learning very well. However the current method of recording is proving difficult for staff to maintain.

Leadership and management are very good. Success of the setting is due to the well structured management system and an effective staff team who work well together. Staff share a collective understanding of good early years practice and are committed to developing the quality of the provision through ongoing evaluation and training.

Partnerships with parent's are very good. Parent's are well informed of the curriculum and they are kept informed of their children's developmental progress. They openly express satisfaction with the service they receive and willingly contribute their skills to extend the children's learning experiences.

What is being done well?

- Children's personal, social and emotional skills are developing extremely well. Children are confident and relationships are good, children care about their peers. They are very well behaved.
- Staff clearly value the importance of well planned physical activities. Consequently children's physical skills are developing well through a stimulating range of indoor and outdoor activities.
- Strong leadership creates a shared ethos of good early years principals.
- Children are skilled in using books independently and further opportunities to encourage them to learn to read are provided by the home reading scheme.

What needs to be improved?

- opportunities for children to develop their ICT skills

- the system for recording children's achievements

What has improved since the last inspection?

n/a

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident learners who independently select their own resources. They part happily and settle quickly. Behaviour is excellent. Children are co-operative and play together harmoniously, assisting each other to find resources and put on dressing up clothes. They concentrate well and persevere to complete tasks such as puzzles and paintings.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are articulate and use speech to communicate effectively, especially when requesting additional resources. They enjoy using books and take a book home each week to read with their family. The use of name cards for a self registration activity also effectively encourages their early reading skills. Staff encourage children's thoughts by questioning their learning and asking them to make predictions. Children are developing their writing skills well, many can write their own name.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children gain good experiences of counting for a practical purpose, and enjoy counting the number of children present each day during registration. They have a sound concept of number and participate in counting rhymes. Children baked a banana cake and explored different mathematical concepts such as weight, measurement, quantity and addition. They are able to use mathematical language to identify shape and position.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are developing a positive appreciation of their own culture and those of others. They are able to recall past events in their lives in detail. Staff plan good opportunities for children to explore and investigate including following recipes, and observing the changes during the process and setting floating and sinking challenges at the water tray. Opportunities for developing ICT skills are limited. Children plant bulbs and observe growth and regular learn to design and construct.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are becoming skilled in their use of tools, this is supported by the wide range of tools which they have access to. Effective use of the outdoor area provides children with daily opportunities to develop large physical skills such as climbing, balancing, throwing and catching and bike riding. Children demonstrate a good understanding of space and move around the room with ease. They are learning the importance of staying healthy and discuss this while eating fruit at snack time.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children enjoy role play and spend their time constructively, learning to make sense of their world and form good relationships with their peers. Art activities are varied and children make good use of the well resourced easel. Weekly movement to music activities are planned and link to the current theme. Musical instruments are also enjoyed. Staff encourage the children to explore their senses, suggesting they smell the baking cake and describe the taste of a lemon.

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

- increase opportunities for children to use equipment which will support the development of their ICT skill
- continue to develop existing methods for recording children's development in order that high standards are maintained, but the process of recording becomes more manageable for the staff.

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.