



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 508618

DfES Number: 518806

INSPECTION DETAILS

Inspection Date 14/09/2004
Inspector Name Gill Thornton

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Lawshall Pre-school
Setting Address Buttercup Building, All Saints School
The Street, Lawshall
Bury St Edmunds
Suffolk
IP29 4QA

REGISTERED PROVIDER DETAILS

Name The Committee of Lawshall Pre-School 1024417

ORGANISATION DETAILS

Name Lawshall Pre-School
Address Buttercup Building, All Saints School
The Street, Lawshall
Bury St. Edmunds
Suffolk
IP29 4QA

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

Lawshall Playgroup meets in premises in the grounds of All Saints School in the village of Lawshall near Bury St Edmunds. The premises were built in 1998 as a joint project between the playgroup and the school. The playgroup has use of the shared main room, office/kitchen and toilets and a room for their sole use where equipment is stored when the nursery class is using the building. The nursery class also has a room for their sole use. The school and playgroup work closely together. The pre-school serves the local community.

There are currently 31 children from two to five years on roll. This includes 13 funded three year olds, four year olds use their funding in the school nursery class. The setting can support a small number of children who have special needs or who have English as an additional language.

The group opens five days a week during school term times. Sessions are from 12.30 - 3.00 pm.

Five part time staff work with the children. Four have early year qualifications to NVQ level 2 or 3. One member of staff is working towards NVQ level 3. The setting receives support from the EYDCP.

How good is the Day Care?

Lawshall Pre-school provides satisfactory care for children. A warm and welcoming environment is provided for carers and children. The premises are safe and clean and decorated with displays of children's work. The group uses a secure outside play area and the school hall to provide children with opportunities to meet physical challenges and promote their physical development.

Children are provided with a wide variety of resources and activities to encourage their learning and development. The team of qualified staff work well together, they are aware of the individual needs of the children and work alongside them to support their play and develop their independence. Staff are consistent in managing

behaviour and children respond well to the good role models they provide.

Staff have attended child protection training. Children's individual dietary needs are met and health and hygiene issues are given appropriate attention. Most required policies and procedures are in place but not all documentation is up to date or reviewed regularly.

Parents are kept informed about the provision through regular newsletters, they are invited to help on a parent rota and are welcomed into the group to share children's records of progress.

What has improved since the last inspection?

At the last inspection the group agreed to set up a system to record medication administered, to record attendance times in the register and provide free access to drinking water, these have been implemented to improve the care provided. Staff have also improved their knowledge of child protection procedures by attending training so improving children's safety. Some policies and procedures which they were asked to update are still not in place.

What is being done well?

- The premises are warm and welcoming providing all the necessary facilities to provide a stimulating environment. The rooms are well laid out to encourage children's independence and in the summer children are provided with free access to the outside area.
- The group have experienced and qualified staff who have a clear understanding of their roles and responsibilities, helping the provision to meet children's individual needs. They work well as a team, to support the children in their play and learning.
- Children are provided with a wide range of good quality toys and resources to promote their learning. Children are interested and involved in their play and the accessibility of the equipment promotes children's independence.
- Children behave well. Staff use praise and encouragement, setting clear boundaries and ensuring children are treated fairly and consistently. At registration time children and staff share the pre-school 'rules' and children remind each other of these rules during the session.

What needs to be improved?

- vetting procedures for committee and staff
- documentation

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
1	Ensure procedures are place to inform Ofsted of changes in staff or committee and make sure that these persons submit to the vetting procedure	01/12/2004
14	Ensure all required documentation is kept up to date in line with current regulations with dates set for regular review	01/02/2005

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 Lawshall Pre-School is good. It enables children to make very good progress towards early learning goals in their personal, social and emotional, mathematical and physical development and generally good progress in all other areas of learning.

The quality of teaching is generally good. Staff knowledge of the Foundation Stage and a clear understanding of how children learn is used to plan a broad and balanced programme of activities that covers all areas of learning. However there are insufficient opportunities for children to learn about other cultures and beliefs. Good use is made of daily routines to develop children's language skills, their understanding of number and their personal independence.

Staff have good relationships with children and know them well. They work alongside the children to help them become confident, are caring towards them and are interested in what they say and do. A system of assessing and monitoring children's progress is in place, informed by staff observations and used to identify children's individual "next steps".

Leadership and management is generally good. Staff work well together and relationships within the staff team are positive. Regular staff meetings enable staff to share ideas and exchange information. The new committee is very supportive of the staff and has already identified organisational issues to address. Staff appraisals do not currently take place and there are no systems in place for monitoring and evaluating the provision.

The partnership with parents and carers is generally good. Staff and parents enjoy good relationships and parents speak highly of the staff and the setting. Parents receive regular newsletters giving details of topics and are encouraged to take a turn as a parent helper. Parents are well informed about their child's progress through informal daily feedback and the recently established formal invitations to view children's progress records.

What is being done well?

- Children's understanding of numbers is developing well. Staff are skilled at using routines and spontaneous opportunities to reinforce counting, one-to-one correspondence and comparing numbers in meaningful situations.
- Staff make good use of visual props to support children's learning for example, colourful salt dough "currant buns" are bought when singing "5 currant buns". Storytelling is enhanced with physical props such as a large cardboard box, colander, teddy etc when telling the "Whatever next" story. These aids help to make these activities meaningful to children.

- Children make good relationships with both adults and their peers. They are happy, motivated to learn, interested in activities and confident to approach adults and to initiate or join in discussions. There are excellent opportunities for children to develop personal independence.
- Staff use open ended questioning skilfully to challenge and extend children's thinking. They listen to what children say and respond with interest, give clear explanations to children's questions and encourage them to contribute their own ideas and views. As a result children's confidence and self esteem is well promoted.

What needs to be improved?

- opportunities for children to learn about other cultures and beliefs
- monitoring and evaluation of the provision

What has improved since the last inspection?

At the last nursery education inspection the Pre-School was asked to provide opportunities for children to develop their skills in the use of the computer. Very good progress has been made in addressing this point. Children have daily opportunities to use the computer, using a variety of software programmes that underpin many areas of learning. Children are able to print their own "paint" pictures and show enthusiasm and interest in the programmes. They use the computer mouse with developing control and purpose.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children form good relationships with staff and with each other. They are happy, secure and confident to approach adults with their needs and views. They share the equipment and take turns for example, as they wait to use the binoculars. They are developing personal independence as they self select resources and try to put on their coats. They enjoy taking responsibility as "helpers" at snack time. Children's behaviour is good. Staff help them to understand and follow the pre-school's rules.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children's speaking and listening skills are developing well. They can sustain conversations with adults and peers. They listen intently to stories, handle books with care and enjoy singing familiar songs. Many children recognise their names and more able children can identify the initial sound of their name. However there are limited opportunities for children to gain an awareness of the rhythm and rhyme in spoken words. Children have some opportunities to mark make but few to name their work.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children use numbers in everyday situations and more able children are able to count reliably to 10 and recognise some numerals. They learn about size, shape and quantity through practical activities such as construction, modelling, cooking and water play. Children compare, sort, order and match using good resources which children can access for themselves. Staff provide children with frequent opportunities to engage in practical counting and problem solving within everyday routines.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children construct using a range of tools and materials. They observe minibeasts, discuss the changes in the weather each day and look at how ingredients change when they make jam tarts and pizza. Visits out into the local area give children the opportunity to develop a sense of place. Visitors such as a farmer and a glider pilot (with glider) enhance topics such as harvest and air travel in a meaningful way. There are few opportunities for children to learn about other cultures and beliefs.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently during outdoor play, showing an awareness of space and demonstrating good co-ordination to avoid collision with others. They have regular opportunities for movement, climbing and balancing in the school hall. They practise cutting skills when playing with playdough, develop their hand eye co-ordination as they use magnetic fishing rods and handle tools such as knives, pencils and brushes with developing control and purpose. Children learn about keeping healthy.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children have good opportunities to use their imagination and creativity in collage, construction and art work, both individually and collaboratively. They mix colours, paint with syringes and enjoy mixing together and cooking their choice of ingredients in a "ready steady cook" activity. Children enjoy singing and making sounds with the instruments in planned and impromptu situations but have fewer opportunities to listen and respond imaginatively to different types of music.

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 the programme for knowledge and understanding of the world to include opportunities for children to learn about other cultures and beliefs
- develop systems for monitoring and evaluating 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.