



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 500073

DfES Number: 582784

INSPECTION DETAILS

Inspection Date 06/10/2003
Inspector Name Nighat Ghani

SETTING DETAILS

Day Care Type Full Day Care
Setting Name East Didsbury Pre School
Setting Address Parrs Wood Road
 East Didsbury
 Manchester
 Lancashire
 M20 5QQ

REGISTERED PROVIDER DETAILS

Name Mrs Julie Bell

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

East Didsbury Pre School has been established for 25 years. It operates within a large, spacious church hall adjacent to East Didsbury Methodist Church in the suburbs of Manchester. It is a ground floor building with suitable disabled access. It serves a wide population of the local community.

There are currently 34 children on the roll. This includes 15 funded 3 year olds and one funded 4 year old. Children attend for a variety of sessions. The setting currently supports a number of children who speak English as an additional language.

The pre-school opens for 6 sessions per week over 4 days during school term-times. Sessions run from 09:15 to 12:00, Monday, Tuesday, Wednesday and Friday and 12:30 to 15:00 Monday and Wednesdays.

Four full-time and four Part-time staff work with the children plus a student. The manager and the deputy hold an N.N.E.B. qualification and the remaining staff hold the Pre-School Learning Alliance Diploma. The playgroup receives support from a mentor from the Pre-School Learning Alliance and the Early Years Partnership.

How good is the Day Care?

East Didsbury Pre School provides good care for children. Staff play an active role in encouraging, supporting and facilitating the children's play and learning. Policies and procedures are in place and contain sufficient detail. These are available for staff and parents to underpin the operation of group. A high staff to child ratio is maintained so that good attention is provided to children. The premises are used creatively to provide a welcoming, stimulating and interesting play environment.

The group have a wide variety of good quality age appropriate toys, equipment and play materials. The group operate a key worker system which could be further developed to enhance the good working relationships with parents and children. Staff implement procedures and routines to promote children's health and safety. Children's individual needs are met well, staff actively promote equality of

opportunity through resources and activities.

The staff plan and provide a wide variety of age appropriate activities which are designed to be enjoyable and stimulate the children's interest and development. Children are secure, happy and confident in their environment which enables them to enjoy their day. Positive methods are used to promote and encourage good behaviour. Children have good relationships with each other and staff and they behave well.

The group work in partnership with parents and have formed good relationships with them, they share feedback on a daily basis about how a child has spent their day.

What has improved since the last inspection?

At the last inspection the provider was asked to update the operational plan, obtain a food hygiene certificate and check the gas appliances.

Since the last inspection the operational plan has been updated to include lost/uncollected child policy and has been shared with the parents. The provider/manager has obtained her 'Basic food hygiene' training and a certificate of safety check on gas appliances has been produced all of which provide a safer environment for the children.

What is being done well?

- Staff actively encourage, support and facilitate the children's play and activities, they interact well and have good relationships with children.
- The premises are used creatively to provide a welcoming, stimulating and interesting environment.
- Children are happy, confident, interested to join in their play and learning with the wide variety of toys, equipment and activities provided.
- Consistent and positive methods are used by staff to encourage and promote good behaviour.
- The staff have good relationships with the parents and work in partnership with them for the well being of the children.

What needs to be improved?

- the recording of risk assessment of the premises
- the hygiene practices regarding hand washing
- the equal opportunities policy that is consistent with current legislation and guidance.
- the further development of the key worker system

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
6	Set up a system to record the risk assessments carried out on the premises.
7	Review the procedure for hand washing.
9	Ensure that the equal opportunity policy is in place.

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

How effective is the nursery education?

East Didsbury Pre-School offers generally good quality nursery education overall where children enjoy learning through a range of stimulating practical activities. Children make very good progress towards the early learning goals in personal, social and emotional development and generally good progress in all other areas of learning and are confident and secure within the setting.

The quality of teaching is generally good with some strong aspects. The staff have a secure knowledge and understanding of how children learn and the early learning goals and use this to plan a stimulating and interesting educational programme across all six areas of learning. However, the written planning does not indicate operational elements or how children's individual learning will be taken forward. Staff are skilful in supporting children's learning, they use praise and encouragement with sensitive intervention, they effectively question children to develop their thinking and plan a stimulating environment with good quality resources which encourages children to be confident independent learners.

The leadership and management of the setting is generally good. Effective teamwork and communication ensures good standards and the continuous development of staff through training and support demonstrates the strong commitment to improving the care and education for all children who attend.

Partnership with parents is generally good. There is a strong commitment to developing parent's understanding of the early learning goals and the stepping stones, and to sharing children's individual progression with them on a regular basis.

What is being done well?

- Secure knowledge and understanding of the early learning goals and effective teaching engages and sustains children's efforts and interests in a stimulating, well-organised and resourced learning environment.
- Long, medium and short term planning provides a broad and balanced curriculum across all six learning areas.
- Children are happy and secure within the setting, they communicate well initiating conversations and listening attentively. They explore and investigate using all their senses and express their imaginations creatively in art, music and role-play.
- Strong leadership and management and effective team work contribute to an harmonious working environment and good standards.
- Parents are empowered through information about how children learn and the early learning goals enabling them to be better able to respond to reports of their child's individual progress.

What needs to be improved?

- opportunities for children to be able to solve simple practical problems
- the information included on the planning.

What has improved since the last inspection?

At the last inspection the setting were asked to develop the assessment procedure, link it to the stepping stones, update them regularly and use them to inform planning. To make parents aware of the early learning goals and stepping stones and how they enhance children's learning and to share assessment records with parents.

The setting has made generally good progress in these areas since the last inspection, a simple but effective system is in place for observations which are used to maintain assessment documents linked to the stepping stones. These documents are used at planning meetings to discuss children's individual progression however the planning documents do not indicate how this will be catered for. Parent's have been empowered to evaluate the progress their children are making and the quality of the setting through clear information on early learning goals and regular progress reports.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy, confident and motivated learners as they engage in stimulating, practical activities working co-operatively and independently with good concentration. Children have formed good relationships and treat each other and the environment with respect. Children are well-behaved, taking turns and sharing fairly and are polite. Children have well-fostered self-esteem, independence and initiative as they select resources, support their own play and display their work.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are good communicators, they initiate conversations, they listen attentively responding to instructions and stories and recall events well. Children spontaneously practice their mark-making skills in everyday meaningful activity and understand the meaning of print as they freely access books for pleasure and reference and recognise their own names. Children are beginning to hear and say initial letter sounds as they emphasise them enthusiastically.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children count reliably to 10, recognise and sequence successfully some numerals and practice simple addition and subtraction in everyday routines and activities however they rarely use this knowledge to solve practical problems. During play children use mathematical language as they fill and empty containers, sort the biggest, the smallest and the heaviest and follow positional clues successfully. Children compare, match, sort and sequence by colour, size, weight, number and shape.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children investigate and explore objects, living things and materials using all their senses, they record and look closely at similarities, differences and change. They design and construct with a purpose in mind selecting from a wide range of commercial and natural materials and shape, assemble and join using a variety of techniques and appropriate tools confidently. Children confidently choose and use simple everyday technology to support their play.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children move confidently and safely around the setting with good awareness of space, themselves and others. Children use large equipment effectively and with good control as they climb under, over and through, jump and balance. They skilfully manoeuvre wheeled vehicles forwards and backwards and around cones. Children have well-developed hand/eye co-ordination as they complete jigsaws, cut dough shapes, fit tracks together and use a variety of small tools to support their learning.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children learn about colour, texture and shape in everyday meaningful activities and represent their ideas, experiences and feelings through a wide range of art and craft media. Children are developing their imagination as they engage in role-play based on their own experiences and act out simple rhymes and stories. Children move rhythmically to music, sing simple songs from memory and explore sound, beat and rhythm as they handle and use instruments with confidence and clap in time to 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

- Provide opportunities for children to use their developing mathematical ideas and methods to solve simple practical problems in everyday routines and activities.
- Further develop planning to clearly indicate how children will be grouped, staff deployment and how children's individual progression in all six learning areas is catered for.

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.