



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 303231

DfES Number: 525355

INSPECTION DETAILS

Inspection Date	06/11/2003
Inspector Name	Geneen Yvonne Hulse

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Grange Kindergarten
Setting Address	Broom Lane Methodist Church Broom Lane, Broom Rotherham South Yorkshire S60 3NE

REGISTERED PROVIDER DETAILS

Name	Mrs Mandy Jayne Rattenbury
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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

Grange Pre School is a community based playgroup which opened in 1978. It is accommodated in Broom Methodist Church hall in Broom in Rotherham. The group offers child care to the local community.

It provides sessional care for up to 32 children aged two to five years Monday - Friday mornings 9:00 - 12:00, 37 weeks a year.

There is a large room downstairs for the younger children with a smaller room upstairs for the older children. The pre school has all appropriate facilities including toilets, kitchen and storage space. The group has a secure outdoor grassed and paved play space.

There are currently 33 children on register. There are two funded four year olds 22 are funded three year olds and ten none funded three year olds. There are three children for whom English is an additional language and currently no children with special educational needs attend the group.

The pre school has nine staff working on a full and part time basis, all hold a recognised early years qualification.

The pre school are members of the Pre School Learning Alliance and the Early Years Development and Childcare Partnership. They are working with the Early Years development worker.

There have been some staff changes since the last inspection.

How good is the Day Care?

Grange Pre-school offers good quality care for children.

They meet the National Standards in all areas of their work.

Staff build good relationships with children and know them well. They offer them an

extensive range of interesting and stimulating activities and children are able to explore and develop their independence in a safe and secure setting. Further monitoring would demonstrate how effectively children access the extensive range of opportunities.

Children's behaviour is good. Staff offer good role models by using praise and encouragement to promote good social skills and help children learn to show respect for each other.

Parents contributions are welcomed and valued. They receive good quality information and are offered opportunities to contribute to their children's experiences.

Staff demonstrate a high regard for safety and good practice and talk to the children about keeping safe. Good hygiene practices are in place and procedures are reflected in everyday practices. The pre-school offers positive visual images that support and promote inclusion.

Children are valued and supported in their play and offered many opportunities to plan their own learning. They are able to select activities and access a wide range of resources.

Good organisational procedures are in place and there is a high level of commitment to training and staff development. All staff working with the children hold a recognised early years qualification. A range of policies and procedures support the effective organisation and day to day running of the setting.

What has improved since the last inspection?

N/a

What is being done well?

- Provides an extensive range of interesting, stimulating and challenging activities which children are able to use to develop their independence and explore new experiences.
- Positive visual images promote inclusion and introduce children to other languages and cultures.
- Good relationships between staff and children support learning and encourages the children to be confident and motivated to learn.
- Methods for sharing information with parents ensures that contributions are valued and used to enhance their children's experiences.
- Behaviour is good and children learn to respect each other and show sensitivity following staffs role models.

What needs to be improved?

- continued commitment to training and development.
- monitoring systems to evaluate children access to the opportunities offered.
- review methods for support children's individual behaviour.

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	continue to access all training and development opportunities.
3	staff monitor children's access to the extensive range of opportunities
11	review practice and look at specific methods for supporting individual children.

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

How effective is the nursery education?

Grange Playgroup offers generally good provision overall.

The playgroup offers a warm and welcoming atmosphere where children settle well. Children are confident and interested to learn and are offered a wide range of opportunities. They make generally good progress in their knowledge and understanding of the world, mathematical and creative development. They make very good progress in communication, language and literacy, physical and personal, social and emotional development.

Teaching is generally good and staff interpret the early learning goals well. They are in the process of implementing new planning systems and need to ensure that planning continues to effectively meet the needs of all children. Staff know the children well and successfully encourage them to be independent. They build very good relationships with the children and work together to provide stimulating and challenging activities. Children's behaviour is very good. Very good support is offered to children who have English as an additional language and the group offers positive visual images to support learning and promote inclusion.

Leadership and management is generally good. Staff understand their roles and responsibilities and there is a high commitment to training and personal development.

Partnership with parents is very good. They are well informed about all aspects of the setting and demonstrate a high level of satisfaction with the provision. Parents are actively encouraged to share knowledge of their children and contribute to the group. They take opportunities to talk to staff informally and formally.

What is being done well?

- Staff encourage children to be confident, enthusiastic and enjoy learning. They enable children to co-operate together and build good relationships
- Children are provided with many opportunities to develop their independence. They are encouraged to be sensitive, show respect, take turns and listen to each other.
- Partnership with parents is very good. They are kept very well informed and their contributions are valued and made use of.

What needs to be improved?

- implementation of planning systems to ensure that all children's needs are effectively met.

- more opportunities for children to practice calculation and develop mathematical skills.

What has improved since the last inspection?
N/a

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are very confident and express their needs well to staff. They are interested and motivated and are able to build very good relationships with adults and each other, welcoming visitors with confidence. Children are very independent and show sensitivity to the needs of others. They demonstrate a sense of community and their place in it. Children understand and respect boundaries and behaviour is very good.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are very confident talkers, developing very good language skills and using new vocabulary. They express their feelings confidently, use language to ask questions and use the responses to progress ideas. Children use books very well, independently selecting and progressing simple story lines. Some three year olds are starting to form letters and use every opportunity to develop their competency in using the written word, whilst other three and four year olds competently write their names.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are developing an interest in number, shape recognition and mathematical language. They are able to use different experiences to learn about number, shape, size and problems solving as a day to day part of the curriculum, however they do not always receive appropriate opportunities to calculate and record number. Four year olds are able to use IT programmes to develop their mathematical language and solve problems.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are curious explorers who investigate and recognise change. They confidently construct simple models and use programmable toys, some children use modern technology. Children demonstrate an understanding and awareness of their own environment and the wider world, however on occasions they do not receive sufficient opportunities to extend and consolidate learning. They show enjoyment and interest in the natural world, developing sensitivity to animals and exploring growth.

PHYSICAL DEVELOPMENT	
Judgement:	Very Good
Children move around confidently both indoors and out, showing good self control, negotiating obstacles, and are spatially aware. They use their bodies competently and enjoy running, pedalling and climbing, using outdoor space creatively. Children competently handle large and small equipment and are developing safe use and increasing control. They use equipment to undertake and achieve a wide range of practical tasks independently.	

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children explore colour, shape and texture with interest and enthusiasm. They use their imagination to follow simple storylines and join in rhymes and ring games. Children express themselves very well using their imagination in planned and spontaneous activities, although some children did not use opportunities to extend their imagination independently through role play. Children develop their own creativity using a wide variety of art materials.	

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

- Key Issues
- implement planning systems to ensure that all children's needs are effectively met.
- provide more opportunities for children to practice calculation and develop
- mathematical skills.

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.