



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 206752

DfES Number: 523826

INSPECTION DETAILS

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| Inspection Date | 22/10/2004 |
| Inspector Name | Judith Allbutt |

SETTING DETAILS

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| Day Care Type | Sessional Day Care |
| Setting Name | Crich Pre-School |
| Setting Address | Glebe Field Close Crich Matlock Derbyshire DE4 5EU |

REGISTERED PROVIDER DETAILS

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|------|-----------------------------------|
| Name | The Committee of Crich Pre-school |
|------|-----------------------------------|

ORGANISATION DETAILS

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|---------|--|
| Name | Crich Pre-school |
| Address | Glebe Field Close Crich Matlock Derbyshire DE4 5EU |

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

Crich Pre-School opened in about 1981. It operates from the community centre in the village of Crich in Derbyshire. The playgroup serves the local community and surrounding area.

There are currently 28 children from two years to under five years on the register. This includes 23 funded 3-year-olds and 4 funded 4-year-olds. Children attend a variety of sessions. No children with additional needs or for whom English is an additional language currently attend the setting.

The sessional day care opens five days a week during school term times only. Sessions are from 09:15 until 11:45 and 12:30 until 15:00.

There are four members of staff working with the children, of whom three hold early year qualifications and one is working towards a early years qualification. The setting receives support from the Derbyshire Early Years Development and Childcare Partnership and is a member of the Pre School Learning Alliance.

How good is the Day Care?

Crich Pre-School provides good care for children. The established staff team are very experienced in childcare and regularly access training. They work well as a team and there is an effective operational plan which informs and guides the day to day running of the setting.

Staff give high priority to ensuring the children's safety. They are vigilant as children arrive and leave and during physical activities. Safety risk assessments are regularly undertaken. The premises are clean, well maintained and provide a welcoming environment to the children and their families. Staff have a good knowledge of the children and use this to adapt activities well to meet the children's needs. Hygiene procedures are good and children are encouraged to develop independence with their personal hygiene. Staff have a good understanding of healthy eating and

encourage the children to try new foods. Staff are aware of their responsibilities relating to child protection and have a good understanding of issues that would cause them concern. However the staff's recent first aid training does not cover first aid for infants and young children.

A wide and stimulating range of activities are available to the children, which helps them make progress in all areas of learning. The planning and effective recording of child development assists the staff in ensuring that children's needs are met. Staff interact enthusiastically with the children and offer good levels of encouragement and praise to them in their play. Staff are good role models and support children well during practical and role play activities, extending their learning through effective questioning. Children's achievements are recognised and valued.

The setting provides good written information about the topics and the curriculum and staff share information verbally with parents about the children's care. There are beneficial opportunities for parents to view and discuss their child's development records.

What has improved since the last inspection?

Not applicable

What is being done well?

- A comprehensive operational plan covers all of the National Standards and provides a solid base on which the setting can build its daily practice.
- Children have formed secure relationships with each other and the staff. Staff know individual children well and have developed an assessment system to effectively record children's progress and achievements.
- Clear routines enable children to feel comfortable and settled. Good emphasis is placed on free play, which enables children to choose activities and have sufficient time to explore and develop their ideas.
- Staff have good relationships with the parents, who receive useful information on forthcoming topics and events. Parents are regularly able to discuss their child's care and development with the staff.

What needs to be improved?

- staff's first aid qualification so that training includes first aid for infants and young children

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 |
|-----|---|
| 7 | Develop and implement an action plan detailing how at least one member of staff will gain a current first aid certificate that includes training on infants and young children. |

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

How effective is the nursery education?

Crich Pre-School offers generally good pre school education and the children are making very good progress in their personal, social and emotional development.

Teaching is generally good. Staff provide a broad and generally well balanced programme of activities to motivate the children's learning. However aspects of the planning for physical and creative development are too general. They have very good relationships with the children and are skilful in their use of behaviour management techniques. Staff are very focused on supporting the children's learning and use both registration time and role play activities effectively to extend the children's development.

Leadership and management is generally good. There are good links between the committee and the staff team and development targets for the setting are in place. Staff work well as a team and this helps to create a happy and stimulating environment for the children to develop in. Activity evaluation is undertaken and this on the whole assists the setting's ability to monitor nursery education. Staff have also developed pertinent child assessment records which use a good range of information to accurately evidence the children's individual progress towards the early learning goals.

Working in partnership with parents is generally good. Parents are provided with useful written information about the setting and the early learning goals. They are able to take an active role in the running of the setting but they are not provided with information as to how they can reinforce their children's learning at home. Parents regularly discuss the care and development of their child and they have good access to their child's development files. Parents regularly share details about their children's development with the setting and this is valued by the staff. Good written reports are provided and parents can discuss further their children's progress at the parent afternoons.

What is being done well?

- Children are interested in the activities available to them. They are developing secure relationships with the staff and their peer group and increasingly confident in suggesting their own ideas during discussions.
- Children have good access to books, which they enjoy and often select independently as an activity. They have good opportunities to recognise their own names and younger children are developing their confidence in writing familiar letters.
- The management is committed to improving standards and the educational provision. They have established a valuable action plan and are active in reviewing their own practice.

- There is positive partnership with parents and carers. Parents receive good information on the setting and are kept well informed on the topics and their children's progress.

What needs to be improved?

- opportunities for the children to regularly select their own resources, experiment with creative construction and joining techniques
- the opportunities for older children to gain confidence in writing their names independently
- the provision of activities to support mathematical development, so that children regularly practise writing numerals and older children begin to use and understand the concept of simple addition and subtraction in practical activities.

What has improved since the last inspection?

The setting has made generally good progress since the last inspection. It has reviewed and increased children opportunities to recognise their names from the name cards, at snack time and when using the activity waiting board. Children also have good opportunities to experiment with mark making and their early writing skills in a range of role play activities, but children are not yet making suitable progress towards writing their own names independently.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

The children are interested in the resources and have a confident and positive approach to their learning, they can concentrate and often play for extended periods. They have good independence skills and are well behaved and polite. They are learning to show care for others, they are able to work co-operatively and take turns. The children have secure relationships with the staff and are mostly out going. They are developing close friendships with their peers and have good community contact.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children speak clearly and with a developing vocabulary, they are able to listen and respond to other's contributions. Children enjoy using their emerging writing skills but this is not effectively extended for older children. They have good opportunities to hear letter sounds and some are making links between letter sounds and written letters. Children have good access to books, they understand that print carries meaning and frequently enjoy reading in groups and independently.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are developing their understanding of mathematical concepts and language, they are learning to count in sequence and recognise written numerals such as on age badges. Although they are not regularly attempting to write numerals. Children are developing some understanding of addition and subtraction by singing number songs but this is not reinforced with practical activities that involve simple calculations. Children's knowledge of shapes and size is increasing through topic work.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have good opportunities to design for a purpose e.g. train track, but have fewer opportunities to select their resources and joining techniques for creative construction. They are learning about their own and different cultures through a broad range of topic work. The children talk enthusiastically about their families and have good access to simple IT equipment. They observe weather patterns and the seasons and have useful opportunities to investigate and find out about living things.

PHYSICAL DEVELOPMENT

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| Judgement: | Generally Good |
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Children are developing good large movement skills and use bikes and balancing equipment confidently. Children have suitable opportunities to use small tools during tactile activities but the range available is not evidenced. Children are developing their awareness of space and their throwing and catching skills. Children are also learning about the positive effect that healthy eating and exercise have on their bodies and health.

CREATIVE DEVELOPMENT

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| Judgement: | Generally Good |
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Children create their own musical instruments; they compare sounds and are developing a good repertoire of songs. They associate musical sound with types of movement and listen to a range of musical styles. Children are able to use a good variety of materials and media and they enjoy exploring colour and texture during craft activities. The role play area is popular and used productively. Children take on a variety of roles and act out complex scenarios supported by the good range of props.

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 the children to regularly select their own resources, to experiment with creative construction and joining techniques
- provide greater opportunities for older children to gain confidence in writing their names independently
- review the provision of activities which support the children's mathematical development, so that they regularly practise writing numerals and older children begin to use and understand the concept of simple addition and subtraction in practical activities.

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.