



Office for Standards
in Education

DAY CARE INSPECTION REPORT

URN 117177

INSPECTION DETAILS

Inspection Date 24/05/2004
Inspector Name Zenna Kingdon

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Chaddlewood Pre-School
Setting Address Hemerdon Heights
Plympton
Plymouth
Devon
PL7 2EU

REGISTERED PROVIDER DETAILS

Name Chaddlewood Pre-School 1026785

ORGANISATION DETAILS

Name Chaddlewood Pre-School
Address Hemerdon Heights
Plympton
Plymouth
Devon
PL7 2EU

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care. When making judgements, inspectors have regard to how well the provider meets the National Standards for under Eights Day Care and Childminding. A list of these is attached. The report identifies strengths and areas for improvement.

This inspection report must be made available to all parents.

Information about the setting

Chaddlewood Rising Fives opened in 1996. It is located on the premises of Chaddlewood Primary School, on the outskirts of Plympton. It is independent of the school. It serves the local community. The pre-school operates over two sites, but with one set of staff and one committee. The staff rotate between the two settings, in order that all children are familiar with all members of staff. The Rising Fives is the setting that takes the older children.

The Pre-school is registered to care for 18 children in the Rising Five unit and 26 children in the community centre aged from two- to five-years-old. Sessions run from 09.15 to 11.45 and 12.45 to 15.15, Monday to Friday during school term times only. There is a lunch club between 11.45 and 12.45. Funded three- and four-year-olds are accepted, across the two units. Across the two units there are currently 77 children on roll, of whom 26 are funded four-year-olds and 42 are funded three-year-olds. The setting supports nine children with special needs; there are currently no children with English as an Additional Language on roll.

The Rising Five unit has one large playroom a small quiet room, a small kitchen and a secure outdoor play area. The setting has sole use of the premises.

The Pre-school is run by a committee and there are nine members of staff, eight of whom work with the children. Five members of staff hold a level three qualification in Early Years Care and Education. Three members of staff have a level 2 qualification. The pre-school also employs an administrator.

The setting is a member of the Pre-school Learning Alliance, they are supported by an advisory teacher and the local Early Years Childcare and Development partnership. They have successfully completed two accreditation schemes.

How good is the Day Care?

Chaddlewood Pre-school Rising 5 unit provides good quality day care. It is run by a parent led committee. The staff and committee work closely together to provide the best possible care for the children that they can. All members of staff working with children have a qualification in childcare. Most necessary policies and procedures are in place and the operational plan works satisfactorily in practice. The premises are safe and secure. They are welcoming to children and adults alike. The resources

are arranged so that children have opportunities to access them for themselves. All documentation is in place and kept securely and confidentially.

The setting is committed to ensuring that the health and the safety of the children in their care is paramount. There are clear statements showing roles and responsibilities. The building is secure and no-one can enter or leave unless helped to do so by a member of staff. All members of staff have a First Aid certificate. Children are given a range of healthy snacks, but their presentation could be improved. The setting has an effective Child Protection policy. The staff are very aware of signs and symptoms and what they would do if they were concerned that a child was at risk.

A range of activities and play opportunities are planned that support the children's development in all areas. Staff ensure that the activities provide balance and that children are able to select for themselves, what they would like to do. There is a good range of resources that reflect difference and diversity. Staff have a clear understanding that some children have special needs. The support for these children is excellent. Some children in the setting present challenging behaviour and staff do not always handle it in an appropriate manner.

The partnership with parents is good. There are key worker meetings each term that parents are encouraged to attend. There is a good range of information available to them, including regular newsletters.

What has improved since the last inspection?

Good progress has been made since the last inspection. At the transitional inspection two actions were set. These were to ensure that the toilet doors were safe and to ensure that the Child Protection policy was in line with the local Area Child Protection Committee guidelines.

It is no longer possible for children to become trapped in the toilets. The Child Protection policy is clearly in line with the ACPC guidelines and is an effective policy. Members of staff are clearly familiar with its contents and know what the signs and symptoms of abuse are. They are aware of the procedures that they should follow if they are concerned that a child is at risk.

What is being done well?

- The setting provides a good range of planned activities and play opportunities that ensure that the children make progress in all areas of their development. The key workers make regular observations of the children and these are used to inform planning.
- The organisation of the environment is good. The two rooms are set up to allow the children to have a quiet space as well as one where they are able to be more active. The outdoor area is well used to extend children's development.
- There are good displays of children's work around the setting. They clearly

show that what children do is valued by the practitioners.

- The partnership with parents is very good. Parents are clearly aware of what takes place in the setting. They are well informed and are able to regularly formally as well as informally review the progress that their child is making.
- The special educational needs co-ordinator and the rest of the staff have a clear understanding of the Code of Practice. Individual Education Plans are in place for all children who need them. These are reviewed regularly and outside support is sought when necessary.
- Staff ensure that all children participate fully, that their individual needs are met and that they are gaining an understanding of the needs of others and that we live in a multi-cultural society.

What needs to be improved?

- the organisation to ensure that there are clear procedures for lost and uncollected children and that the registers reflect the actual times of arrival and departure of children and staff
- the presentation of snacks in a hygienic manner
- the inclusion of a statement on bullying in the behaviour management policy, along with staff understanding and implementation of positive behaviour management strategies

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
2	Review the operational plan to ensure that the register reflects the actual time of arrival and departure of all children and staff and that there is a suitable written policy for lost and uncollected children.

8	Ensure that snacks are provided in a hygienic manner that also engenders self-esteem.
11	Ensure that the behaviour management policy includes a statement on bullying, that all members of staff are familiar with its contents, and the positive strategies that they should be employing.

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.