



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 509061

DfES Number:

INSPECTION DETAILS

Inspection Date 08/12/2003
Inspector Name Jennifer Devine

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Montrose Pre-School
Setting Address Locket Road
Harrow
Middlesex
HA3 7ND

REGISTERED PROVIDER DETAILS

Name . MONTROSE PRE-SCHOOL COMMITTEE

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

Montrose Pre-School opened in 1992. It operates from a Methodist Church located in a residential area of Harrow. It has use of two rooms within the church building.

There are currently 22 children from 2 years 6 months to 5 years on roll. This includes 14 three year olds and 1 four year old. The setting currently supports 1 child with special needs and 5 children who speak English as an additional language.

The group opens 5 days a week during school term times. Sessions are from 09:30 to 12:00.

Five staff work with the children. Currently the pre school are waiting to appoint a Manager for the group. Two staff are acting up as joint managers until the post is filled. Two staff have recognised early years qualifications.

The setting is a member of the Pre School Learning Alliance and receives support from the advisory teacher from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Montrose pre school offers satisfactory care for children. Currently the pre school does not have a permanent manager in post. The pre school is well staffed with two staff holding relevant childcare qualifications. Other staff have suitable experience. The pre school is well organised, which allows staff to work directly with children.

The staff have a thorough understanding of ensuring safety within the pre school. They have an understanding of good hygiene methods to prevent spread of infection. Currently no staff hold a valid first aid certificate but staff are attending training in January 2004.

The staff team have a good understanding of planning a stimulating and balanced range of activities, ensuring children's needs are met. Staff have a good understanding of the identification and assessment of children with special needs.

The staff have a consistent approach to behaviour management. They have an awareness of the indicators of abuse and the reporting procedures for child protection.

The pre school has a good relationship with parents. It is welcoming and has good procedures for exchange of information. Appropriate systems are in place to record required information to ensure the welfare and safety of children. Some policies require some updating.

What has improved since the last inspection?

At the last inspection the group were required to ensure parental permission was obtained for outings. This has been completed. A policy for lost/uncollected children was required, which has also been completed.

What is being done well?

- The pre school is well organised which allows staff to work closely with children.
- Staff have an understanding of providing a stimulating and balanced range of activities to encourage children's development.
- Staff have a good awareness of the identification and assessment of children with special needs.

What needs to be improved?

- Ensure times of children's arrival and departure are recorded.
- Ensure at least one member of staff is first aid trained.
- Devise a policy on allegations of abuse against staff member.

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 should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	Ensure times of children's arrival and departure are recorded.
7	Ensure at least one member of staff is first aid trained.
13	Devise a policy on allegations of abuse against staff member.

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

How effective is the nursery education?

Montrose play group offers generally good quality education to children.

Children make generally good progress towards the early learning goals. They make very good progress in aspects of communication, language and literacy and physical development. Children move confidently and with control as a result of well planned daily movement sessions. They practice writing for a variety of purposes for example writing lists using pencils and note pads in the home corner. They can read names and familiar words as they are displayed around the setting.

Teaching is generally good although there are some significant weaknesses. Staff work directly with children for most of the time and good relationship building skills help children to settle in a caring, learning environment. A range of practical activities are planned each week. However the same activity is offered on a daily basis and children are not sufficiently challenged. There is a good range of resources but these are not always organised for children to choose from freely.

The organisation of large group time also needs to be reviewed to meet all children's needs. There is an effective system in place to provide good support for children with special needs and English as an additional language.

The assessment of children's learning is undertaken regularly and informs the plans for future activities, although this needs further development.

The leadership and management is generally good. The manager's post has been vacant for some time and this has effected staffing levels and the previously good attendance rate on training courses. The staff team have worked well together to make some major changes to practice, especially in relation to working in partnership with parents.

Partnership with parents is generally good with some very good aspects. Parents are encouraged to become involved with their children's learning for example through participating in the volunteer system.

What is being done well?

- Children work well in small groups, they can take turns and are able to share fairly and concentrate for extended periods of time.
- Staff and children develop good relationships and this fosters children's confidence. Children's behaviour is supported by the calm environment and sensitive approach of staff.
- Many children are confident speakers. They speak clearly and engage adults and each other in interesting conversations. Some of the more able three year olds and the 4 year olds develop their writing skills as they write their

own and names and attempt writing for different purposes in the home corner.

- Children are interested in books and reading. They handle books with care and concern. They attempt reading books on their own, with other children and with staff. As a result some children can read and recognise some simple words.
- Staff work in partnership with parents. Parents are directly involved in the nursery and their child's development. For example they can see how their children are progressing by working alongside them as they participate in the volunteer system.
- Strong leadership and a harmonious staff team are committed to improving care and education for all children. They review their practice on an ongoing basis through various meetings and identify areas for development.

What needs to be improved?

- Children's access to information technology to support their learning.
- The quality of observations made of children's learning, to show their progress along the stepping stones and to be made accessible to parents.
- Short term plans to include a greater range of daily activities to offer children choice and challenge.
- The organisation of large group time to ensure the needs of all children are met and the best use is made of the activity and resources.

What has improved since the last inspection?

The provider has made generally good progress since the last inspection.

An action plan has been developed in response to the key issues raised in regards to planning, special needs and partnership with parents.

Staff plan the grouping of children for different activities and consider their roles and responsibilities. This ensures children have appropriate support and activities are organised. Further development is needed in relation to the role of staff in extending activities for individual children.

Staff and managers have worked hard with the support of the qualified teacher from the early years partnership to develop their systems for planning and observing children's progress. Plans now consider the six areas of learning and identify opportunities for children to revisit learning opportunities through daily routines such as counting out cups at break time. Further development is required to improve the quality of observations and the focus of short term plans.

There is now a designated special educational needs co-ordinator who ensures children with special needs are properly identified and their needs met. Staff liaise

with relevant professionals to develop their knowledge and understanding of supporting and including children with SEN in activities.

Very good improvements have been made in working in partnership with parents. Parents are directly involved in assessing their children's learning by observing their children in the setting and talking formally with key workers. They also have access to children's progress records and receive a written statement of children's progress as they move onto school.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children develop good relationships with each other and staff and this fosters confidence. They learn personal independence as they tidy away and choose between different activities. Children are generally well behaved and can share fairly as a result of the staff's sensitive and consistent approach. They can understand and describe different cultures and beliefs as they celebrate a variety of festivals. The organisation of large group story time does not meet children's individual needs.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children speak clearly and talk about real and imagined experiences confidently. Most four year olds can write and recognise their own names correctly. Children use the good resources in the home corner to write for a purpose. Both three and four year olds enjoy exploring books. They can handle them correctly and can recount a story from beginning to end, sounding and spelling out simple words. Children with English as a second language are supported and can recognise simple words.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Many children can count together up to eight and most are beginning to recognise numerals due to well planned one to one activities such as printing and tracing numbers up to five. They can compare shape and size through practical activities such as matching puzzles and using scales to weigh. They are not confident to use mathematical language particularly regarding addition and subtraction as apart of their 'free play' activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children show an interest in each others lives and cultures as they celebrate different festivals and talk about past and present experiences. They examine living things as they sew and care for seeds. They can identify features of their local environment such as paving stone rubbings during walks outside. They use programmable toys confidently during every day play. They do not have access to computers and do not often use more advanced information technology to support their learning.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Staff encourage children to be active and they can move confidently and with control as part of daily planned movement session. They regularly use large equipment to develop their balance and large motor skills. Older children do not always practice handling tools if they are not accessible for example staff pre-cut templates for Christmas cards. Many children are self sufficient as they wash their hands but not always think about the importance of staying healthy at snack time.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children express their ideas freely through a range of activities such as role-play, collage and movement. They spend less time communicating and experimenting with musical instruments as these are not always available for every day play. They use their senses to explore different materials and resources playing with sand and play-doh but can not always choose to explore a wider range of 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

- Improve the short term plans to ensure children can choose from a greater variety of activities on a daily basis.
- Improve the organisation and range of resources that children can choose from themselves.
- Improve the organisation of large group time to meet the needs of all the children and to make the best use of the activity.

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.