



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 253045

DfES Number: 512979

INSPECTION DETAILS

Inspection Date	30/06/2003
Inspector Name	Ros Church

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Leen Mills Pre School Playgroup
Setting Address	The Old Church Carlingford Road Hucknall Nottinghamshire NG15 7AE

REGISTERED PROVIDER DETAILS

Name	MRS ****VICTORIA BOWEN****
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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

Leen Mills Pre-School Playgroup opened in 1986 and moved to their current address on a residential road, close to the town centre of Hucknall, in 1998. The group meets in an old church building, which has been converted to accommodate children from two to eight years. There is a fully enclosed outdoor play area.

The group is registered to provide 34 places. There are currently 78 children on roll, which includes 31 three-year-olds and 20 four-year-olds in receipt of nursery education funding. There are currently no children in receipt of funding identified as having special educational needs. The group supports children who have English as an additional language. The setting opens for full or sessional care on Mondays to Fridays, 9.00 am to 3.45 pm, 50 weeks a year. It closes for bank holidays. A play scheme is in operation during school holidays.

The group is managed by a parent committee and employs eight staff, who are supported by relief workers as and when required. More than half the staff have childcare qualifications. The group receives support from the local Early Years Development and Childcare Partnership.

How good is the Day Care?

Leen Mills Pre-School Playgroup provides good quality care for children.

Staff work well as a team to provide a warm and welcoming environment. Good use is made of space and resources. All rooms within the setting are used for the playgroup. This includes a large hall, a quiet room for small group activities for four-year-olds, and an indoor physical play room. Toilet facilities are available, although these do not meet the minimum standards for the number of children attending. An excellent range of toys and equipment is provided. These are easily accessible to children, enabling them to have a choice of play. Children's work is displayed on all walls which helps them to feel valued. Staff are committed to improving standards within the group, and access courses and training to extend their knowledge.

Good safety procedures are in place; staff provide a safe and secure environment for children. Appropriate policies, procedures and records are in place to ensure children's health and dietary requirements are met. Regular snacks and drinks are provided, although children do not have immediate access to drinking water.

Staff plan a broad range of interesting and stimulating activities which support children's individual learning needs. They interact well with the children, sit at the activities with them and encourage play and development. Children relate well to staff and one another. They approach staff for help and support, and initiate conversations. Staff have clear expectations for children's behaviour, which help the children to behave well and show respect for one another.

Staff communicate well with parents and carers, to keep them well informed about children's care and development. There is good written information available about the setting and what it provides.

What has improved since the last inspection?

Since the last inspection policies and procedures are in place for medication, and the behaviour management policy includes all of the required aspects. Ofsted is kept informed regarding changes to staff and vetting procedures are in place. A record of visitors is now also kept. Fire safety recommendations have been met and there is an automatic fire detection system and fire exit signs. A number of staff have attended first aid courses.

What is being done well?

- The effective use of space and resources. Rooms within the building are used to provide additional activities to meet the children's individual needs and development (Standard 2 & 4).
- There is an excellent range of stimulating activities which meet children's developmental needs. Children are able to choose additional equipment to extend their play (Standard 3 & 5).
- Staff's positive interaction with the children promotes play and development through praise and encouragement. They respond to children's interests and help them to develop confidence and self esteem (Standard 3).
- Staff have good relationships with parents; they communicate with them on a daily basis about the children's care and development (Standard 12).
- Staff are committed to improving standards of the provision by attending childcare courses and training to extend their knowledge and development (Standard 2).

What needs to be improved?

- facilities, to ensure there is a minimum of one toilet and one hand wash basin available for every ten children over the age of two years(Standard 4);

- drinking arrangements, to ensure fresh drinking water is available at all times (Standard 8);
- the recording of existing injuries which children arrive with (Standards 7 & 13).

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
4	ensure there is a minimum of one toilet and one hand wash basin with hot and cold water available for every ten children over the age of two years.
8	ensure fresh drinking water is available to children at all times.
13	ensure existing injuries which children arrive with are recorded.

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

How effective is the nursery education?

Leen Mills Pre-School Playgroup offers high quality nursery education. It provides a happy, welcoming and stimulating environment, where children are making very good progress towards the early learning goals.

Teaching is very good. Staff work together to plan and provide a broad and balanced range of activities which cover the all areas of the curriculum and help the children learn. Effective assessment systems allow the staff to be knowledgeable of the children's development and enables them to plan activities which meet children's individual needs. The key strengths in personal, social, and emotional development and children's communication skills are due to the staff skilfully engaging in the children's conversation and encouraging self esteem and confidence. Teaching is very good in all areas of learning, although there are insufficient opportunities for children to link sounds to letters. Staff encourage good behaviour through praise and encouragement. Although there are currently no children with special educational needs, there is an effective system in place to provide good support for this.

Leadership and management are very good. Staff work well as a team. They are committed to improving standards of the setting and attend training courses to develop their knowledge. The manager leads the staff group well through motivation and encouragement. Effective systems are in place to monitor and evaluate the provision.

The partnership with parents and carers is very good. Parents receive good written and verbal information about the setting and its provision. They are well informed about children's achievements through work taken home and staff's communication with them. Children's assessment records are regularly shared with parents, and they are able to contribute their knowledge of their children's development to these.

What is being done well?

- Children's personal, social and emotional development is very good. Children are very confident within the setting. They are interested in the activities and are motivated to learn; they relate well to both staff and peers.
- Children have very good communication skills, they initiate conversations with adults and peers and join in with both small and larger groups.
- Very good opportunities are provided for children to investigate a wide range of objects and materials, which enable them to use all of their senses.
- An excellent range of activities are provided for children to use their imagination in art and craft.
- Very good procedures are in place to keep parents well informed of children's progress, giving them opportunities to contribute their knowledge of their

child's development.

- Staff work very well as a team to provide a stimulating range of activities which meet children's individual needs.

What needs to be improved?

- the linking of sounds to letters of the alphabet.
- the opportunities to extend children's mathematical learning during snack times.

What has improved since the last inspection?

The setting has made very good improvement since the last inspection. Children's work is now on display on all walls within the main playgroup hall. Numbers and alphabet lines are now displayed at the children's eye level. Children get together in a group to talk about the day and record their observations.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress in their personal, social and emotional development. They are happy and are interested in the activities. Children demonstrate excitement and are motivated to learn. They improve their independence skills by choosing from the good range of resources and equipment themselves. Children are forming good relationships with staff and peers; they join in with their friends, learn to take turns and share the equipment well.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are making very good progress in their communication, language and literacy overall. They confidently initiate conversations about what they are doing and their own experiences. Children learn how to select books, handle them carefully, and enjoy sharing these in small and large groups. Many four-year-olds can write their own names and other familiar words, understanding that writing is a means of communication. They are not yet able to confidently link sounds to letters.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children's mathematical development is very good overall. Many children show an interest in numbers and are able to count and recognise numerals up to ten and above. Children use mathematical language related to size and position, and use shapes to describe everyday objects. They use tape measures and scales to measure and weigh, thus solving simple mathematical problems. However, children's mathematical understanding is not extended to its potential during routines such as snack times.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children's knowledge and understanding of the world is very good. They enjoy examining and experimenting with a variety of objects to find out more about them. They learn about living things through planting and growing seeds. Through regular practical activities and using resources available, children learn to build and construct models of their choice. They show an interest in using information communication technology equipment and select their own programmes on the computer.

PHYSICAL DEVELOPMENT	
Judgement:	Very Good
Children's progress in their physical development is very good. They walk, run and hop confidently around the room, negotiating the space available, and skilfully climb the steps between rooms. They use a good range of small and large equipment, indoors and outdoors. They move with control when climbing and crawling, and learn to throw and catch objects. Through practical activities, such as woodwork, children learn to safely use a variety of tools and explore materials.	

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children's creative development is very good. They explore colour, texture and shape during a good variety of two and three-dimensional activities. They know how to use a range of musical instruments, and understand about rhythms and sounds. Children use their imagination during the activities, and are confident to engage in a wide range of imaginative and role play activities, where they draw on their own experiences using resources to extend their play.	

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- extend opportunities for children to link sounds to letters of the alphabet;
- provide more opportunities to extend children's learning in mathematics during snack times.

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.