



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 122730

DfES Number: 514527

INSPECTION DETAILS

Inspection Date	16/03/2005
Inspector Name	Debbie Molly O'Callaghan

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Toad Hall Pre-School
Setting Address	St. Stephens C of E Primary School Hunters Chase, South Godstone Godstone Surrey RH9 8HR

REGISTERED PROVIDER DETAILS

Name	Mrs Catherine Snell
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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

Toad Hall Pre-School is registered for 20 children and offers places to children aged 2½ - 5 years. The group operates from a classroom in St. Stephen's School in South Godstone. The group employ seven members of staff and a minimum of four are on duty during the session.

The group supports children with special needs. There are no children with English as an additional language.

The group is open five mornings from 9.00 - 12.00 every weekday during term time, and from 13.00 - 15.30 p.m. when numbers of children are high during the school Spring and Summer term. The group serve the local community.

Children have the use of the main classroom, school hall and outdoor courtyard. Toilet facilities are located in the main school. The group have kitchen facilities within the classroom.

The group work towards the Early Learning Goals and provides 18 funded places.

The nursery receives support from a Pre-school Learning Alliance fieldworker and from the Early Years Childcare Service.

How good is the Day Care?

The quality of care offered by Toad Hall Pre-school is satisfactory.

They provide a welcoming environment and make good use of available space. The session is organised to allow children to engage in free play, whole group activities and work in key worker groups. They have access to a variety of age appropriate play materials and are able to make choices from those on offer. Staff are deployed appropriately and work together as a team. Minimum qualification requirements are met. Most required documentation is in place although some aspects of record

keeping have yet to be developed.

Staff take steps to safeguard children. Health and hygiene is promoted appropriately. Children are given drinks and a snack during the course of the session, information on child allergies and dietary requirements are recorded, however staff are not always aware of when details change and forms are not always updated. Staff are not fully aware of their responsibilities with regard to child protection.

Children are confident and happy to enter the pre-school setting. They concentrate well and enjoy the range of activities and play experiences provided which help to develop their physical, intellectual, emotional and social skills. Children are valued as individuals and treated with equal concern, however there are limited practical resources that reflect a multi cultural society. There are good procedures in place to support children with special needs. Staff have a consistent approach to behaviour management and help children understand expectations for behaviour.

Parents are given information about the setting and what their children are doing through regular newsletters and verbal feedback at the end of the session. Policies and procedures are available to parents, however they are not provided with details on the procedure for complaints.

What has improved since the last inspection?

At the last Inspection the group were asked to develop an action plan that sets out how staff training and qualifications will be met, although there is no written plan staff have applied for bursaries for training in September 05 to complete NVQ Level 2 & 3 qualifications.

What is being done well?

- The group offers a welcoming environment and staff develop good relationships with parents.
- Staff act as positive role models and encourage children's good behaviour through the use of praise.
- Staff are aware of safety issues and encourage children to develop an understanding of this.
- The team ethos and motivation of the staff is good. They work well together with each understanding their individual roles and responsibilities.
- Children play co-operatively and are encouraged to be polite and considerate to others.
- The children show confidence and are able to play independently or with each other.

What needs to be improved?

- opportunities for children to play with resources from other cultures in everyday practical activities.
- procedures for recording accidents and existing injuries.
- procedures for informing parents of how to make a complaint.
- staff awareness and updated records of children's dietary requirements/allergies.
- staff knowledge and understanding of child protection issues and procedures.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There are no complaints to report

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
7	Keep a written confidential record, signed by parents, of accidents and existing injuries to children.
8	Record and update information about children's special dietary requirements/ allergies and share with staff.
9	Ensure that children have an appropriate range of activities and resources that promote equality of opportunity and anti-discriminatory practice and develop staff's knowledge and understanding of equal opportunities issues.
12	Make available to parents a written statement that provides details of the procedure to be followed if they have a complaint.
13	Develop staff's knowledge and understanding of child protection issues and ensure that there is a trained member of staff who has responsibility

	for child protection issues.
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INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

The provision for nursery education at Toad Hall Pre-school is acceptable and of good quality overall. Children are making very good progress towards the early learning goals in physical development and generally good progress in all other areas.

The quality of teaching is generally good, but there are some weaknesses in the current format for assessment and organisation of the learning environment in relation to the book area and story and music time. Staff provide a happy, friendly and caring atmosphere and form good relationships with the children. Staff are knowledgeable of the children in their care and organise appropriate activities to challenge children's differing abilities. Some staff have attended training in planning and assessment which has resulted in more comprehensive plans covering all areas of learning. Staff support children with special education needs very well. Staff use appropriate behaviour management strategies with clear expectations.

The leadership and management are generally good. The staff work as a team and have a collaborative approach to all aspects of their work. There is clear communication allowing them to provide a stimulating and well-balanced programme. The manager and staff have built very positive relationships with the school which allows children the opportunity to familiarise themselves with the school environment and teachers before they start. There is an informal system for staff to evaluate some areas of the pre-school but not all. Also there is no system in place for the continual assessment and development of staff.

The partnership with parents is generally good. Parents are able to spend time talking to the staff about their children and receive good information about the group and the early learning goals. Once children are attending the pre-school parents are encouraged to be involved in their children's learning through invitations to many social events such as concerts, outings and sponsored events.

What is being done well?

- Children's speaking and listening skills are given good emphasis. Children are confident speakers and are developing skills in language to negotiate their play with each other and to communicate their needs.
- Good mark making opportunities for children to practice in different situations.
- Behaviour is managed well, staff are consistent in their approach and give children praise and encouragement. They show respect for one another and are developing an understanding of other people's needs.
- Relationships between children and staff are good. These help children develop confidence and support all aspects of their learning.

- Child with special educational needs is fully integrated into the group and is fully supported by very caring staff.
- Staff work well as a team and have built very good relationships with the school.

What needs to be improved?

- the opportunities for children to develop their independence and self-care skills
- the learning environment, to encourage children to be interested and look freely at books
- organisation of story and music time to provide a learning environment for all children to partake
- opportunities for children to explore, investigate and handle natural objects
- opportunities for children to express themselves freely in art activities
- the assessment records of the children
- the format for self evaluation including the assessment and development of staff.

What has improved since the last inspection?

Staff have made generally good progress in meeting the five key issues raised at the last Ofsted inspection in July 1999.

1) Ensure that staff place emphasis on the sounds of the letters of the alphabet, as well as their shape, when working with the children.

To address this staff have included a session of 'show and tell' during registration time relating to a letter or letters of the week. Children are encouraged to bring in objects from home and talk about them and state which letter they start with. The pre-school has a display on the wall relating to these letters.

2) Develop and make available to parents information relating to the pre-school's educational programme and activities.

To address this two staff have been on a 'Planning and assessment' course and have since reviewed their plans. These are displayed on the parent's notice board and discussed in newsletters to the parents.

3) Continue to develop children understanding and use of technology. Allow them more independence in the use of art and craft materials to promote the expression of children's own ideas and feelings.

This has been addressed partially. Staff have purchased a computer and children are able to access telephones, microwave oven, kettles and other programmable

toys in the role play area. Art and craft activities are still predominately activities which have a somewhat pre-determined end product, which allows children insufficient opportunities to use their own initiative and communicate their ideas and feelings through art work.

4) Continue to develop planning. Ensure that plans make clear the learning objectives of the activities.

Two staff have attended training and planning now covers all the areas identified in the key issue.

5) Continue to develop the assessment system to support future planning and include parents' observation.

Staff are using individual profiles for each child, but observations are not recorded to support their evaluation.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are happy and confident and show good levels of concentration especially during registration and 'show and tell' time. They are developing close friendships and are especially caring towards child with special educational needs. Children have high self-esteem and behave very well. Although not fully utilised, there are opportunities within the daily routine for children to develop independence skills.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children speak confidently and enjoy conversation with staff and contribute towards group discussion. Children's writing skills are progressing well and there is good provision to practice writing in the literacy area as well as role play. The 'show and tell' session helps children understand about letters and their sounds and that print carries meaning. Although children have access to some books this area is uninviting for the children and infrequently used.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children's mathematical skills are developing. They confidently count up to 10 and beyond and cooking activities help children learn about mathematical language such as 'more' or 'less' and explore weight. Good provision is in place for children to develop their understanding of colour, pattern, shape and sequence. There are some opportunities for children to develop their skills in completing simple calculation, such as adding and subtracting with nursery rhymes.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children build and construct using a variety of resources. They talk about events in their own lives, such as visits to farms and safari parks and enjoy regular visitors to the pre-school. Cookery activities, such as bread making, enable children to observe changes in ingredients. There are opportunities for children to learn about lifecycles of frogs and butterflies, but limited opportunities for them to explore, investigate and handle natural objects.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move confidently showing good awareness of space and others. Good use is made of the outdoor and indoor areas where children enjoy using bicycles, balls, hoops and climbing and balancing apparatus. They handle tools such as pencils and glue spreaders with increasing skill. Children are developing a good understanding of how their bodies work and the importance of staying healthy through daily routines, songs and planned curriculum activities such as the 'Dentist Surgery'.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children enjoy using the role play area to express their ideas and use their imagination. They enjoy performing concerts for their family although the organisation on a daily basis for children to enjoy music and movement is within limited space. Children use a variety of creative materials, such as paint, collage and crayons although art activities tend to have a somewhat pre determined end product, which allows them insufficient opportunities to use their own initiative.	
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

- Develop children's independence and self-care skills throughout every day activities.
- Review the learning environment to encourage children to be interested and look freely at books. Review the organisation of story and music time to provide a learning environment for all children to actively partake.
- Increase the opportunities for children to explore, investigate and handle natural objects.
- Increase the opportunities for children to express themselves freely in art activities.
- Develop a format to self evaluate the quality of provision and the assessment and development of staff.

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.