



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 206771

DfES Number: 511963

INSPECTION DETAILS

Inspection Date	13/10/2004
Inspector Name	Janet Banham

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Gosforth Pre-School
Setting Address	The Dronfield School, Stubley Lane, Dronfield Woodhouse Dronfield Derbyshire S18 8YN

REGISTERED PROVIDER DETAILS

Name	Gosforth Pre-School 1037815
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ORGANISATION DETAILS

Name	Gosforth Pre-School
Address	The Dronfield School, Stubley Lane, Dronfield Woodhouse Dronfield Derbyshire S18 8YN

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

Gosforth Pre-school was first registered in 1977.

It operates from Derbyshire County Council Youth Club premises on the site of the recently demolished Gosforth School situated in Dronfield Woodhouse and serves children from the local and surrounding areas. Children attend for a variety of sessions. There are 37 children on roll. Of these 20 three-year-olds are in receipt of funding. There are no children attending who have special educational needs or English as an additional language.

The pre-school is open each weekday in term time between 09:15 and 11:45.

The setting is managed by a voluntary committee of parents and the sessions led by a regular team of seven staff. Five staff hold relevant childcare qualifications and another is undergoing training.

The provision is a member of the Pre-School Learning Alliance and recently achieved its National Quality Assurance Accreditation Award. It is supported by a development officer from the Derbyshire Early Years and Childcare Partnership.

How good is the Day Care?

Gosforth Pre-school provides good quality care for children.

They and their carers are welcomed into a warm and stimulating environment where children are happy and secure. Space and equipment are used creatively allowing children opportunities to explore and investigate play both individually and in small groups. Staff establish close relationships with the children and the keyworker system ensures early assessment of individual need and programmes for development. Staff act as positive role models and children respond to their clear guidance and praise. Management of children's behaviour is good. Staff maintain a consistent approach in their care and practice.

An extensive range of considered and well presented activities offer children

opportunities to explore and investigate play and develop learning skills. Access to communication technology is limited. Safety awareness and health practices are good ensuring the well being and security of the children. Children learn about hygiene routinely and are introduced to the benefits of healthy eating and exercise through skilful management of innovative activities. All procedures are comprehensive and clear and put into practice.

Good relationships are established with parents and carers who receive detailed and professionally presented information both at registration and throughout their involvement with the pre-school. Information about the children is shared on a daily basis and at open evenings

The provision is led and managed to a very high standard. All documentation and recording is regularly reviewed and made available to parents, carers and staff.

What has improved since the last inspection?

Not applicable

What is being done well?

- The development of children's play and learning due to the highly motivated and skilled staff team who are secure in their roles and understanding of how children learn. They are enthusiastic, enjoy being with the children and use varied methods to introduce new skills and knowledge. All children are making very good progress.
- The provision of a wide range of good quality accessible play provision. The thoughtful presentation and attention to detail throughout invites children to explore and investigate. Each activity affords children the fullest potential for learning.
- The quality of the information provided to parents and carers underpins the clear expectation that the setting works in partnership with them.
- The establishment of comfortable and trusting relationships with the children and the staff's ability to assess and respond to individual need.
- The promotion of children's awareness to being healthy.

An aspect of outstanding practice:

Gosforth Café is open for a dedicated time each session in a small room adjoining the play area. It is furnished in detail. Opening times, menu and seat vacancies are displayed at the door and entry is by name identification. Children serve themselves, choosing from a very wide range of food, usually fruit, some exotic, and salad or vegetables. They are given opportunities to cut and slice. Drinks are available in varying sized jugs enabling children to pour with confidence. Music is played. Children take responsibility for washing and clearing their plates and mugs. Staff direct questioning and conversation so that children learn about the food they are eating as well as discussing matters of the day. Skilful management of the activity gives children a comprehensive learning experience in a relaxed and social setting.

What needs to be improved?

- more frequent routine opportunities for children to access communication technology.

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
5	Ensure children have more frequent routine opportunities to access communication technology.

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

How effective is the nursery education?

The provision is acceptable and is of high quality. Children are making very good progress towards all the early learning goals.

The quality of the teaching is very good. Staff have secure knowledge and understanding of the early learning goals in all six areas. Planning is used effectively to inform future teaching. Staff know the children well and are skilled in questioning which challenges and extends thinking. Communication and confidence are developed by high levels of interaction between the staff and the children. The development of their personal, social and emotional awareness is enabling them to succeed in all areas of learning. Children are taught individually or in small groups to ensure their individual needs for learning are met sensitively through appropriate challenges. Children's behaviour is very well managed. The pre-school is widely resourced and staff use the local environment to extend knowledge. Space, time and resources are used to good effect allowing children to explore and create freely. Staff continuously aim to extend and develop all areas of learning through planned and spontaneous play, though Access to programmable toys is limited.

The leadership and management of the provision is very good. Confident leadership ensures good early years practice is shared and areas for future development are identified. Training for staff is valued and encouraged.

The partnership with parents and carers is very good. Staff and parents share information about the children on a daily basis. Carers receive comprehensive information about the setting and the curriculum and are invited to participate in their children's learning in a variety of ways. Evaluative assessment of their child's progress is given at the end of each half-term but files are readily available at all times.

What is being done well?

- The promotion of children's personal, social and emotional development enabling them to succeed in all areas of learning.
- Staff's sound knowledge and understanding of the Foundation Stage curriculum, their ability to skilfully question and communicate with the children and the quality of the assessment of children's progress enabling them to move forward in their learning.
- Management of the session and the confidence given to children allowing them to access good quality resources to play with purpose and fun, independently or in small or large groups.
- The attention to detail in the preparation of activities capturing the children's interest and inviting investigation.

- The provision of a wide range of nutritious snacks, and opportunities during the session for complimentary physical activities which enhance children's health and wellbeing.
- The quality and diversity of information available to parents and the opportunities offered to them to be involved in their child's learning.

What needs to be improved?

- opportunities for children to routinely access programmable toys.

What has improved since the last inspection?

Following the last inspection the setting was asked to ensure a consistent approach to developing handwriting skills, emphasis being placed on children learning to write their names. The pre-school offers many and varied opportunities for children to make marks and practice their writing skills, and staff continually encourage children to write their name both in focussed and free activities. Children are making very good progress in this area of learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident and separate happily from their carers. They are eager to learn, inspect the activities and settle quickly. Behaviour is very good. Children are encouraged to care for each other, to share and be respectful of adults and peers. They contribute well to group activities, sit and listen attentively and respond to instruction. They are given numerous opportunities to develop independence both in thought and in practical ways and be aware of a range of emotions.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident communicators. They use and understand a wide range of vocabulary. They listen and respond well, use rhyming words and link sounds to letters. There are many varied opportunities for children to write and make marks. They use books well and understand the pattern of reading. Story time is well organised in small groups to allow children to contribute effectively, often with the use of props. Children explore many ways of recognising letters and familiar words.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Continual opportunities to consolidate learning of number, size, shape and position. Staff spontaneously use mathematical language in everyday situations. Children are aware of pattern and use calculation during practical activities such as construction and role play and by singing and playing active games. Children count routinely and a numerate environment encourages their number recognition.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have a good sense of time and place. They explore their locality and welcome visitors. They experience opportunities to discover change, growth and the natural world. Children have good constructional skills and are able to design and build with a variety of materials. They use a computer and communication equipment regularly but there are fewer occasions for them to use other programmable toys. They celebrate a variety of festivals and use a good range of multi cultural resources.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children enjoy an innovative programme of physical development. They ably use large wheeled equipment, kick balls and run and jump. They imaginatively use their bodies and dance to music. They move confidently around each other and the equipment demonstrating a good sense of space. They are co-ordinated and skilfully use a wide range of tools and equipment. They develop hygiene awareness routinely and the benefits of healthy eating through well presented snack times.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children are able to create and express themselves freely using a broad range of craft, design and role play materials. Construction and building is offered routinely. They have many opportunities to develop their sense of colour both in practical ways and through playing games. Singing and instruments feature prominently and the children are exposed to a wide variety of music used both in focussed activities and at leisure times. Drama and role play are included in planning.	
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:

- There are no significant weaknesses to report but consideration should be given to improving the following:
- create further opportunities for children to access programmable toys.

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.