



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 650109

DfES Number: 517311

INSPECTION DETAILS

Inspection Date	14/09/2004
Inspector Name	Lynn Clements

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Newlands Spring Pre-School
Setting Address	Dickens Place, Copperfield Road Chelmsford Essex CM1 4UU

REGISTERED PROVIDER DETAILS

Name	The Committee of Newlands Spring Pre-School 286023
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ORGANISATION DETAILS

Name	Newlands Spring Pre-School
Address	Dickens Place, Copperfield Road Chelmsford Essex CM1 4UU

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

Newlands Spring Pre- School opened in 1984. It operates from a demountable building located in the adjacent primary school grounds. It is situated in a residential area of Chelmsford and serves the local and surrounding areas.

There are currently 58 children on roll. This includes 25 funded three year olds. Children attend for a variety of sessions. Staff have strategies in place to support children with special educational needs and English as an additional language.

The pre-school opens five days a week during school term times. Sessions are Monday to Thursday 09:00 - 11:30 and 12:30 - 15:00, and Friday mornings 09:00 - 11:30.

Twelve part time staff work with the children. Three have early years qualifications. The setting works closely with the Early Years Development Partnership (EYDCP) and the Special Educational Needs Co-ordinator (SENCO).

How good is the Day Care?

Newland Spring Pre-school provides good quality care for children.

The staff are motivated and work well as a team. They are currently developing a training plan to ensure that qualified staffing levels meet those required by the National Standards. The setting is well organised and staff roles and responsibilities are clearly defined. The premises offer a suitable child focussed environment for children which is warm and welcoming with pleasant and approachable staff. Documents are kept safe and are of a very high standard. However, the child protection policy requires some minor additions. A clear and well presented operational plan is in place.

Staff are clearly aware of safety issues and regular risk assessments ensure the premises remain safe for children and staff. The setting is secure, with effective systems for the safe arrival and collection of children. Staff promote good hygiene

practices and take appropriate action when children are ill to avoid cross infection. Healthy snacks are available. Children learn about similarities and differences through topics and activities. There are procedures in place to ensure concerns regarding children are dealt with effectively.

Staff use the Foundation Stage curriculum when planning the broad range of topics and activities for children. Children make good progress in all six areas of learning. The setting are currently seeking training for their SENCO who is committed to working with parents and other professionals to meet individual needs. High expectations and a consistent approach supports children's understanding of boundaries and as a consequence behaviour is good.

Parents are kept informed about their child's development and the setting is currently formalising this system to ensure all parents have the opportunity to be involved in their children's pre-school years. Parents feel confident with the group.

What has improved since the last inspection?

At the last inspection the setting agreed to update their behaviour management policy to include information regarding bullying.

This action has now been implemented and provides important information for parents regarding how issues will be dealt with to ensure children attending the setting remain protected.

What is being done well?

- Documentation is of a very high standard. Attention to policies and procedures provide families and staff with secure knowledge of the expectations of the setting and how the setting can meet their individual needs. Regular reviews of all documentation ensures it remains relevant and meets national expectations.
- Behaviour management is clear and effective. Staff use lots of praise and encouragement, raising children's confidence and self esteem. Behaviour is good and children respond well to each other, adults and visitors. Staff are supportive of all children and work closely with parents to provide continuity of care between home and the pre-school.
- Equal opportunities are addressed well within the setting. Resources, images and staff attitudes provide children with positive experiences of difference and enables them to explore and question the wider world around them.
- Partnership with parents is strong. Staff are currently reviewing communication strategies to ensure all parents are consulted regarding their children's development. Daily informal discussions with parents provides opportunities to address any concerns and deal with them effectively, thereby enabling the setting to meet the individual needs of families attending the pre-school.

What needs to be improved?

- staff qualifications, including special educational needs training
- child protection policy.

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	Seek support from the EYDCP training officer to ensure older early years qualifications remain relevant, and ensure staff qualifications meet those required by the National Standards. Provide appropriate SENCO training for recently appointed staff.
13	Update the child protection policy to include the contact names and telephone numbers of the local police and social services. Also include information regarding procedures to be followed in the event of allegations of abuse being made against members of staff or volunteers.

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 Newland Spring Pre-school is good. It enables children to make generally good progress in communication language and literacy and mathematical development and very good progress in all other areas of learning.

The quality of teaching is generally good. staff are motivated and committed to further training. Monitoring and evaluations by senior managers ensures staff are working appropriately with children. Staff have secure knowledge of the Foundation Stage curriculum which enables them to provide quality play experiences for children. Children use their imagination while investigating activities and resources within a well organised child centred environment. Good relationships with children provide opportunities for staff to question and extend children's thinking skills and ideas. However, opportunities to promote simple patterns or word recognition are limited. Staff are caring and sensitive to children. Behaviour is good and children are encouraged to share, and respect each other.

Staff observe and record children's progress; they are developing their assessment procedures to ensure children's next steps for learning are clearly identified. Provision for children who need extra support is in place and enables them to make progress in all areas of learning.

Leadership and management is generally good. Managers and staff meet regularly to discuss daily routines and activities within a child centred curriculum. Appraisals are in place and effective management makes the most of staff's strengths when defining roles and responsibilities.

Partnership with parents is very good. Staff are approachable and professional. Regular information sharing is encouraged informally and staff are developing a more formal approach to ensure all parents have opportunities to share information regarding their child's development. Parents are confident with the setting and feel included in their children's experiences.

What is being done well?

- The leadership and management of the provision is good. Managers meet regularly with staff to discuss the needs of the setting and plan ahead appropriately. Monitoring and evaluating staff during sessions and through positive appraisals enables individual skills to be drawn out and used for the direct benefit of children attending the pre-school.
- Children make very good progress in their physical development. Staff make good use of the outside play area and children move freely both inside and outside. Their fine and gross motor skills are developed appropriately.

- Children's personal social and emotional development is encouraged by staff. They provide excellent child accessible storage enabling children to select props and equipment to extend their own play and investigation. Personal independence is fostered and children move freely around the setting exploring activities and joining in play situations with their peers.
- Staff encourage children to develop their knowledge and understanding of the world. Open questions help to extend children's thinking and ideas. Artefacts are used to enrich topics, enabling children to explore first hand and discover the wider world around them.

What needs to be improved?

- assessment records
- opportunities for emergent writing and word recognition
- opportunities for children to recreate simple patterns.

What has improved since the last inspection?

Improvements since the last inspection are generally good when the following actions were raised:

increase children's awareness and respect for other cultures by providing additional resources such as dressing up, multicultural dolls and small world play and home corner equipment; label familiar objects helping to encourage word recognition; increase opportunities in communication and information technology by providing programmable toys and resources; develop record keeping and the evaluation of children's assessments to inform future planning for children's individual needs.

Additional resources have been purchased and topics planned to ensure children have plenty of opportunities to explore similarities and differences of other cultures and beliefs.

Staff have developed the use of posters and displays and use children's names on their pegs. However, labels of familiar objects have not been adopted and is taken forward at this inspection as an area for development.

Children have access to a computer which enables them to build keyboard and mouse control skills. They use telephones, tills and cassette players in role play they also have access to a remote control car. These resources support their knowledge and understanding of information technology.

Clear assessments records are in place which enable staff to plan and build on what children already know, however, children's next steps for learning are not clearly identified and this has been carried forward at this inspection as an area for development.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children's confidence and self esteem are high and they are supported by staff that know them well. Children work independently and in small groups. They are encouraged to think for themselves, selecting additional resources and props and taking care of their personal hygiene. Children's behaviour is very good. They are supported by staff who have clear expectations and provide positive role models. Children develop a good understanding about sharing, taking turns and respecting each other.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are keen to communicate verbally. However, emergent writing skills and word recognition opportunities are missed. Children discover simple phonics when matching sounds to letters of the alphabet. They select story and information books, holding them correctly and following the text with their fingers and often use the pictures as clues to the story line. They join in story time sessions predicting what might happen next.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children work in small and large groups learning to sort and count objects by size, colour and shape. Staff encourage simple addition and subtraction through everyday activities, such as counting children at registration, and number rhymes to work out how many monkeys are left in the bed when one falls out. Children explore capacity and quantity when playing in the water tray and mixing ingredients to make play dough. However, opportunities for children to recreate simple patterns are limited.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Staff support children's understanding of similarities and differences between various cultures and religions. They provide first hand experiences for children such as observing seasonal changes and watching plants grow. Children taste food from around the world during topics and handle artefacts such as Divali lamps and Chinese chop sticks. They build on their understanding of information technology when using telephones, cassette recorders and the computer.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children learn about healthy eating through topics and snack time and they link this to keeping fit and looking after their bodies through exercise. They take part in movement sessions, becoming jumping tiggers. Children travel over, under and through apparatus and used wheeled toys with good co-ordination and control. They manipulate malleable material by pulling, rolling, stretching and moulding play dough. Children use small tools such as glue spreaders and scissors competently.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Staff provide opportunities for children to develop their imagination, chasing bubbles and bouncing on inflatable castles. They build and construct junk models and explore the texture of different media when creating collages. They sing simple songs from memory such as 'Dingle Dangle Scarecrow'. Children develop their own role play, sharing imaginary breakfasts and becoming fire fighters and doctors. They explore sounds of different musical instruments and match actions to songs.

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

- review children's assessment records to clearly identify their next steps for learning towards the early learning goals
- develop the programme for communication language and literacy to include word recognition and emergent writing by labelling familiar objects around the setting, and encouraging children to write their own names or make their own marks
- develop the programme for mathematical development with regard to space, shape and measure by providing more opportunities for children to recreate simple patterns.

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.