



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 305287

DfES Number: 522548

INSPECTION DETAILS

Inspection Date 02/02/2005
Inspector Name Ron Goldsmith

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Saughall Pre-school Playgroup
Setting Address c/o Vernon Institute
Saughall
Chester
CH1 6EN

REGISTERED PROVIDER DETAILS

Name Saughall Pre-School Playgroup 1035487

ORGANISATION DETAILS

Name Saughall Pre-School Playgroup
Address Vernon Institute
Church Road, Saughall
Chester
Cheshire
CH1 6EN

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

The provision is housed within the village hall in a building which is over a hundred years old. It is located in Saughall near Chester. The provision is open five mornings per week and Monday afternoon between the hours of 9.00 and 11.45 and 13.15 to 15.00 hours. The playgroup are registered to provide care for 31 children age two years and six months to 5 years. There are currently no children attending who have special needs or who speak English as a second language. There are 31 funded children attending. There are five paid members of staff who are all NVQ qualified.

How good is the Day Care?

The quality and standard of day care at Saughall Pre-school Playgroup is good.

The pre-school runs smoothly within an established and organised structure underpinned by well written policies. There is a good ratio of qualified and experienced staff to children and access to an effective training programme which makes a positive contribution to the quality of care provided. The premises and equipment are well organised and used effectively, although the overall quality of resources is poor and the age and structure of the building present some limitations. Records on staff are well maintained but lack of familiarity with the notification and vetting processes for committee members affects the completion of checks.

The interaction of staff with the children is carefully balanced. Children are able to play and learn independently. They have opportunities to initiate their own activities and explore freely whilst at other times receive the support and direction of staff. Children are well supervised.

The planned programme of activities covers all areas of children's development. Staff give good support for learning, ensuring the individual needs of children are met. Children are co-operative and behave well. They enjoy self selected activities developing independence and using their imagination. Policies for equal opportunities and inclusion are carried out well in practice, although the special needs statement requires some modification.

There are effective arrangements for obtaining initial information from parents about their child and parents are kept well informed about future and occurring events in the setting. Written policies and procedures are concise and easy to understand and policies and procedures are reviewed and updated periodically.

What has improved since the last inspection?

There were ten actions arising from the last inspection relating to safety of the premises and health and safety procedures. A written risk assessment, behaviour management statement, complaints procedure, child protection statement, special needs statement are included in the operational plan to ensure procedures keep children protected and safe. Children's safety has further been improved by covering the outdoor sandpit, ensuring periodic fire drills are carried out and making amendments to the painting area. A copy of the settings public liability insurance was also available.

What is being done well?

- The high ratio of staff to children and the consistency of the staff team ensure that children feel secure and staff know the children well. The number of qualified and experienced staff has a positive effect on the quality of teaching and care ensuring children make good progress.
- The strong partnership between the parent committee and the staff team which provides and established and effective management structure which helps to meet the needs of children.
- The effective systems which are in place for monitoring children's achievements. Staff use their observations for planning future activities based on the individual learning needs of the children

What needs to be improved?

- the arrangements to keep Ofsted notified of changes to committee members and ensuring checks are satisfactorily completed
- provide a suitable range of toys and resources, which are clean and well maintained, in order to meet the developmental needs of children
- the arrangements for children's snack time, ensuring children are given food appropriately.
- the written statement on special needs so that it is consistent with current legislation and guidance.

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 on.

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 must take the following actions by the date shown**

Std	Action	Date
1	ensure that there are effective procedures in place for checking members of the management committee	31/03/2005

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

Std	Recommendation
5	provide a suitable range of toys and resources, in order to meet the developmental needs of children
7	ensure good social and hygiene practices are in place regarding children's snack time
10	devise and make available to parents, a written statement on special needs which is consistent with current legislation and guidance. Ensure that this is understood and implemented by all staff

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 the early learning goals in personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world and physical and creative development.

The quality of teaching is very good. The supervisor and staff have a good knowledge and understanding of the Foundation Stage for learning. Planning covers all areas of learning, although children's independence could be further developed at snack time and their health and bodily awareness could be further developed by more planned access to outdoor play. Activities are evaluated to ensure they meet the needs of all children. Staff are good role models to the children, therefore children's behaviour is good. Organisation of staff and resources enables both three and four year olds to make good progress. Observations and assessments of children's achievements and progress are well recorded and these are used for children's individual next steps of learning.

The leadership and management of the setting is very good. The management committee work closely with the supervisor and staff to ensure the aims are carried out. There are regular staff meetings, these identify the roles and responsibilities. Staff work well together to ensure that the setting runs smoothly. Staff have access to guidance, support and relevant training. They use training opportunities to influence practice.

Partnership with parents is very good. They are given good information on the aims of the pre-school but not on the educational programme. Parents share what they know about their child on an informal basis daily, however they are not kept regularly informed about their child's progress.

What is being done well?

- Staff use good strategies to promote good behaviour and consideration of others. They give children clear and consistent boundaries and help them understand the impact of unacceptable behaviour on others. Their calm and polite manner sets a good example.
- There is a good balance of free play and adult initiated activity within the setting. Children are able to choose from a wide range of play materials which are easily accessible to them. They have freedom of movement to alternate from one activity base to another.
- Staff support, encourage and challenge children's thinking and provide a stimulating environment, where children are valued and included.
- Children are happy and secure within the setting, they form good relationships with each other and adults. They work well in groups and

independently

What needs to be improved?

- the provision of information for parents and carers on the curriculum and Foundation Stage including the Early Learning Goals and introduce a system which keeps parents informed of their child's achievements and progress.
- Children's independence at snack time
- children's health and bodily awareness through outdoor play opportunities

What has improved since the last inspection?

Very good progress has been made since the last inspection. The staff have introduced a number of effective measures to improve childrens access to information technology, including programmable toys and children use programmable toys and equipment well, particularly in role play.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy, confident and secure within the setting. They develop confidence, independence and are self-reliant as they select their own activities and put things away. Children demonstrate a high level of involvement in activities. They form good relationships with adults and children, as they take turns and share as part of a group, especially in role play. Children's behaviour is very good, they are considerate and kind to one another and treat each other with respect.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

All children communicate well with each other and the staff, using language with increasing confidence and developing skill. They are confident when speaking in groups. Dialogue in role play is particularly imaginative, for example, as they tell staff about the flavour and taste of food and describe small world animals. Children are learning to recognise their names, and some are able to write their names on their work. They freely select books to support their reading and writing skills

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count confidently to 10 and beyond and they recognise numerals 1 to 9 in planned activities. They solve simple mathematical problems and confidently use language to compare numbers. They talk about, recognise and recreate simple patterns in practical activities such as counting the size of the group and the number of chocolate coins and enjoy counting the number of cheeky monkeys left as the crocodile snaps them up.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children learn about the environment through observing their immediate surroundings, as they take walks to collect leaves. They design, build and construct with a variety of resources. They are developing an awareness of the wider world as they celebrate festivals and special events, in particular Chinese New Year as they create dragon pictures and letters and access chopsticks, bowls and Chinese music. They have access to programmable toys where they show confidence and use them well

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move around the environment with confidence and good control. They show an awareness of space, themselves and others. They have limited opportunities to develop strength and balance through using climbing apparatus and obstacle equipment and would gain more from outdoor play. They understand the importance of keeping healthy through healthy eating and discussion about their bodies. They handle small tools such as writing implements, scissors, brushes and glue spreaders with good control

CREATIVE DEVELOPMENT

Judgement: Very Good

The children enjoy exploring colour in imaginative ways through art and craft activities. They use different textures and materials to create pictures, such as making the Chinese dragon. They express and communicate their ideas, thoughts and feelings by using a widening range of tools, such as scissors for cutting. They sing songs with enjoyment. They use small equipment well, fitting building and construction kits with dexterity

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:
- provide written information for parents and carers on the Early Learning Goals and what their children are expected to learn and introduce a system which keeps parents informed of their child's achievements and progress.
- further encourage children's independence at snack time by allowing them to help pour or give out drinks and further encourage their awareness of health and bodily awareness by a planned and consistent approach to outdoor play.

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.